DOCUMENT RESUME

ED 200 249 IR 009 305

AUTHOR Evans, Al
TITLE Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.
INSTITUTION South Carolina State Dept. of Education, Columbia.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Oct 80
CONTRACT NIE-75-0023
NOTE 202p.; Legibility varies.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Diffusion; *Educational Resources; *Information Dissemination; *Information Networks; *Linking Agents; Models; Research Utilization; *State Departments of Education
IDENTIFIERS *South Carolina; *State Capacity Building Program

ABSTRACT

This final report of a 5-year dissemination capacity building program traces its development from the conceptual stage through the current stage of institutionalization of dissemination within the state department of education, reviewing major program components as well as the organization and administration of the program. A major aspect addressed is the revitalization and expansion of the linkage concept during the capacity building period. A discussion of this expanded concept highlights the role of state-employed linking agents and of part-time linkers within four "education audiences": school districts, colleges and universities, the state department of education, and education related agencies. The evolution of the statewide coordinated communications network reflects the roles of both official and unofficial linking agents. The conclusion addresses the impact of the program on a broad range of user audiences and on the improvement of educational practice in South Carolina, including results and benefits. Appendices include the organization of the Education Products Center, workshop evaluation checklists, statements of agreement, SHARE collection and distribution guidelines and forms, a guidebook for developing publications and audiovisual materials, user statistics on technical assistance, and resource bulletins. Eight references are cited. (Author/RAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED200249

Development, Operation and Maintenance of a Coordinated Communications Network

Final Report

South Carolina Dissemination Capacity Building Grant
NIE Project Contract Number: NIE 75-0023

by

Al Evans, Chief Supervisor
Education Products Center
Division of Administration and Planning
South Carolina Department of Education

* * *

Harold Cole, Interim Director
Education Products Center

Robert R. Hill, Deputy Superintendent
Division of Administration and Planning

Charlie G. Williams, State Superintendent
South Carolina Department of Education
Columbia, South Carolina 29201

October, 1980

The Activities reported herein were performed pursuant to a grant from the National Institute of Education. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official NIE positions or policy.

IR009305

ABSTRACT

This final report of the 1975-80 South Carolina Dissemination Capacity Building Program traces the course of dissemination efforts in South Carolina. It follows this development from conceptual stages through the current status of institutionalization of dissemination within the State Department of Education.

Major program components, project activities, as well as the organization and administration of the program are reviewed. A major aspect addressed is the revitalization and expansion of the linkage concept during the capacity building period. A discussion of this expanded concept highlights the role of state-employed linking agents and of part-time linkers within four "educator audiences:" school districts, colleges and universities, the State Department of Education (SDE), and education-related agencies. The roles of both official and unofficial linking agents are reflected in the evolution of the statewide coordinated communications network.

Conclusion of the report addresses the impact of the program on a broad range of user audiences and on the improvement of educational practice in South Carolina, including results and benefits.

0 3

TABLE OF CONTENTS

ABSTRACT ii

LIST OF ILLUSTRATIONS v

LIST OF TABLES vi

ACKNOWLEDGMENTS vii

OVERVIEW viii

1.0 INTRODUCTION 1

1.1 Brief History 1
1.2 Dissemination Program Prior to 1975 5

2.0 DESCRIPTION OF MAJOR COMPONENTS AND PROGRAM ACTIVITIES 6

2.1 Purpose of Program 6

2.1.1 Basic Assumptions 8
2.1.2 Statement of Focus 9
2.1.3 Organization 10
2.1.4 Administration 11

2.2 Major Dissemination Program Components 14

2.2.1 Management 14
2.2.2 Information Resources 18
2.2.3 Linkage/Product Development 24

2.2.3.1 Linkage 24
2.2.3.2 Product Development 43

2.2.4 Production 50

2.3 Major Dissemination Program Activities 54

2.3.1 Phase One: 1975-76 54
2.3.2 Phase Two: 1976-77 63
2.3.3 Phase Three: 1977-78 68
2.3.4 Phase Four: 1978-79 74
2.3.5 Phase Five: 1979-80 76

3.0 DESCRIPTION OF PROGRAM UPON COMPLETION OF PROJECT 82

4.0 INSTITUTIONALIZATION 84

5.0 EQUITY 88

6.0 IMPACT OF PROGRAM ON IMPROVEMENT OF EDUCATIONAL PRACTICE 89

7.0 RESULTS AND BENEFITS 90

7.1 Results 90
7.2 Benefits 90

APPENDICES 92

A Organization of the Education Products Center 1975-1976 and 1976-1977 93
B Workshop Evaluation Checklists 96
C Statements of Agreement 104
D Share Collection Guidelines 123
E Share Collection Form 146
F Share Distribution/Utilization Guidelines 149
G Guidebook for Developing Publications and Audio-visual Materials 160
H Technical Assistance in the Production of Department of Education Publications/ Products User Statistics 168
I Resource Bulletins 171

BIBLIOGRAPHY 188

LIST OF ILLUSTRATIONS

Figure

1. South Carolina's Coordinated Communications Network 16

1A. Management Model 17

1B. Conceptual Communication/Dissemination Model 36

2. Center Service Continuum 36

3. Communication Line 37

4. Types of Districts Served 38

5. Conceptual Structure of LEA Model 39

6. C & U Conceptual Communication/Dissemination Model 41

LIST OF TABLES

1. Summary of Evaluation: Three Series of EPC Regional Workshops, 1975-76 33

2. Value of Products and Services Provided through EPC, 1975-76 34

ACKNOWLEDGMENTS

Efforts of the Education Products Center staff of the South Carolina Department of Education are acknowledged in the conception and evolution of a statewide dissemination capacity building program over the five-year project period 1975-80. Accomplishments of yearly goals and objectives by staff have led to the development, operation and maintenance of a coordinated communications network linking varied educator audience departmentwide and statewide to a centralized source for information resources and technical assistance services.

The dissemination program recognizes and appreciates the continued commitment and support for statewide dissemination by Dr. Charlie G. Williams, State Superintendent of Education, and the interest and concern for effective and efficient dissemination services by Mr. Robert R. Hill, Deputy Superintendent for Administration and Planning; Dr. Elmer L. Knight, who served as Director of the Education Products Center and Project Director; and Mr. Harold Cole, who had the unique experience of serving as Interim Director of the Education Products Center during the initial and final phases of the dissemination capacity building project.

The significant contributions of past and present program staff, especially Ms. Eilene Folger, and Ms. Toni Child of the Resources Section, and Ms. Melinda Moren, Ms. Jo McKune and Mr. John Robeson of the Production Section, are also acknowledged.

A special thanks is extended to Dr. Al Evans, who served as Project Manager during transition and stabilization periods of the five-year project, for granting permission to use background information on linking agentry in South Carolina from his 1977 study on "Participation of Designated Information Resources Linkers by School Districts in State Dissemination Activities in South Carolina."

OVERVIEW

Dissemination of educational information, a relatively new concept in education, has made both national and statewide impact on many levels. In the past five years the dissemination program in South Carolina has drawn many users including: teachers, principals, consultants, district superintendents, Department of Education and higher education staff. These users have achieved varied levels of expertise in the usage and application of information in educational decision-making. With the expansion of South Carolina's dissemination program through a dissemination capacity building grant award from the National Institute of Education (1975-80), dissemination has become a key component in educational decision-making from the individual classroom level to the highest administrative level.

Dissemination capacity building in South Carolina has been achieved and institutionalized as an established coordinated communications network. This final report for the five-year capacity building project in South Carolina tells the story of the institutionalization of the dissemination network statewide. Section 1.0 presents a brief history of dissemination in South Carolina, from the period prior to the 1975 program through the State Department of Education's establishment of a centralized dissemination unit. Section 2.0 describes the dissemination capacity building program: its purpose, definition, organization, administration, major components, and program activities accomplished during the five-year project period. While Section 3.0 describes the status of the dissemination program upon project completion, Section 4.0 focuses on the Department of Education's effort to institutionalize the program departmentwide and statewide. Section 5.0 focuses on the equity issue. The impact of the program on the improvement of educational practice is addressed in Section 6.0. Section 7.0 reveals the results and benefits of the program in building dissemination capacity in South Carolina.

1.0 INTRODUCTION

1.1 Brief History

In 1970, the U.S. Office of Education selected South Carolina as a pilot state for a new information dissemination program. To effectuate this new program, the South Carolina Department of Education created a Research Information Unit. This unit provided South Carolina educators (teachers and administrators) with immediate access to research findings and reports of innovative and successful programs to assist with daily problem-solving and program planning.

The pilot program operated through a centralized information storage and retrieval system linked to school districts through direct personal services of two educational linking agents. The linkage agents assisted local educators to utilize information from the Research Information Unit, as well as other national, state and local resources. Through the efforts of both central retrieval staff and two linking agents, the pilot program demonstrated that bringing the practitioner in contact with educational research does indeed assist the educator to identify and make rational choices among those alternatives which show potential for improving educational practices and programs.

Between 1970 and 1973, there was a growing realization the services provided through the dissemination project were not ancillary, but essential in assisting districts to approach problems rationally and to examine alternatives when planning for new or improved programs. Therefore, with the phasing out of federal funds in July 1973, the South Carolina Department of Education assumed full financial responsibility for the dissemination program.

Establishing a dissemination program in the Department of Education effected several changes in the department's organizational structure. During the pilot program years (1970-73), there were no structural changes in the department resulting from initiating the pilot dissemination program because the program was initiated as a component of an already existing department office: The Office of Research. The decision by department officials to place added emphasis on dissemination stemmed from the 1971 USOE Management Review Committee Report* which stated that the department of education should:

---

*These specific recommendations resulting from the 1971 USOE Management Review Committee Report led to the establishment of the Dissemination Unit within the Department of Education.

1. "Expand and coordinate dissemination of program and technical information, as soon as financially possible, by making available to each office the services of adequate experts"

2. "Establish a central dissemination component which would function with minimum manpower and more ease in coordination than in a decentralized approach. When the recommendation is implemented, the assistance now given by the Public Information Office can be transferred to the dissemination component, thereby reducing the workload of the Public Information Office."

In July 1973, under state funding, the Department of Education created a new office: the Office of Planning and Dissemination by combining the publications component of the Office of Public Information and the dissemination/communications units of the Office of Research. The overall mission of the new office was to coordinate the planning efforts within the department, operate a dissemination unit designed to deliver educational information to department staff and to school district personnel, publish specified department publications, implement quality standards and provide technical assistance in the development of department print media.

In July 1974, a second departmental organization change resulted from the evolving dissemination concept: a new office was created for the sole purpose of serving as the central dissemination unit for the Department of Education. This new office, the Education Products Center, was charged with the responsibility to:

"Provide technical assistance to the Department in the production of all forms of media communications through graphics, editorial, typesetting, and distribution services, and coordinate dissemination activities for the department through the storage, retrieval, acquisition, and distribution of educational data, information and resources."**

Inherent in the charged responsibilities of the dissemination unit and the Education Products Center were six major dissemination functions:

1. To establish and maintain linkage with national, state, and local users of information to determine what's needed when;

**Specific responsibilities of the Dissemination Unit were promulgated under agency discretionary authority in July 1974 and published in the South Carolina Department of Education Policy and Procedures Handbook. Section 404: Communications and Dissemination, pp. 1-2.

2. To serve as a depository of published and unpublished educational information to respond to South Carolina educators' requests for information resources;

3. To maintain capabilities to access the large body of published and unpublished information;

4. To provide technical assistance to the department in the development of print and audio-visual materials;

5. To provide technical assistance to the department in the production of print media; and

6. To assist department and school district personnel in procuring and utilizing educational information to identify information needs and plan programs.***

Products Center established three major components:

- Survey Component - to conduct surveys of district educational programs in order to identify strengths and weaknesses within the system being studied and to report recommendations for improvement. (Transferred to the Office of Technical Assistance in 1975).

- Production Component - to establish quality standards for the production of educational products originating within the department and the Education Products Center; to provide technical assistance and quality control in the production of department publications.

- Development/Utilization Component - to develop new products to meet user needs; to conduct workshops/ inservices to assist school district users in examining the potential or apparent utility of educational information in problem-solving and program planning. (Renamed the Resources Section in 1975)

The overall service functions of each component were linked closely to the cited purpose of the center and the department in strengthening and supporting management by acquiring and devising information resources to meet user needs to enhance planning and decision-making at the local school district level.

***These major dissemination functions were determined from dissemination services provided during the Pilot Project, state initiatives and recommendations from the 1971 USOE Management Review Committee Report.

To determine specific services to be provided in accordance with the prescribed dissemination functions, the Education Products Center conducted two major needs assessment activities: a Products Need Inventory and a Series of Regional Workshops. The Products Need Inventory provided information on specific types of information resources most often requested and used by school district personnel and the types of new informational resources beneficial to school district personnel. The Series of Regional Workshops provided opportunities for local district administrators to provide input concerning needed improvements in specific products and the sharing of experiences in varied district uses of alternative program information in problem-solving, decision-making and program-planning.

Resulting from the two major assessment activities, the Education Products Center established as its primary service function that of providing South Carolina educators with the kind of information they needed for making management level decisions, planning or modifying programs, and resolving specific problems. The center also identified its user audiences to receive services to include: school and school district personnel from top-level administrators to individual classroom teachers and support personnel; college and university professors and students; Department of Education staff; and education-related agency and organization personnel.

In an effort by the Education Products Center to extend and reshape its dissemination program statewide, it became evident that communications were minimal between local, state and national agencies concerning available educational products and services which could be used to address educational needs. This reflected the need to establish a communications network departmentwide and statewide to assist, encourage and facilitate the dissemination of information resources requested by practicing educators. To this end, the state superintendent of education charged the Education Products Center with the task of developing, operating and maintaining a coordinated program for the dissemination of information resources departmentwide and statewide.

In response to this mandate, the Education Products Center, in 1975, applied for and received a Dissemination Capacity Building Grant Award from the National Institute of Education to continue and expand its breadth of information, data, and resources for program-planning and decision-making. The grant award provided for the addition of seven new staff positions and the expansion of the Center's structure through the creation of a Linkage Unit. These additions were designed to effect the expansion of existing information services; product development activities; production capabilities; direct personal contact with school district personnel in negotiating requests; and the coordination of effort to build comprehensive dissemination capacity through a network of information exchange systems departmentwide and statewide.

1.2 Dissemination Program Prior to 1975

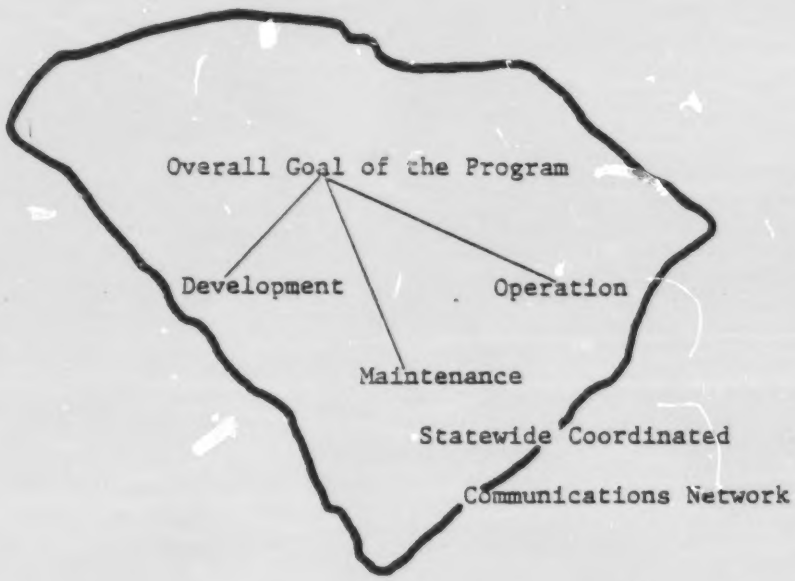
The South Carolina Department of Education has had considerable experience in developing an information dissemination program. Having been one of the states to participate in the Pilot Program supported by federal funds for dissemination and utilization of information, the Department of Education identified its user audience, developed techniques to help users identify their resource needs and implemented an information delivery system. Many of the concepts fostered during the operation of the pilot program were included in the dissemination capacity building project and were direct extensions of earlier efforts. The chart below graphically depicts the status of the South Carolina dissemination program prior to the dissemination capacity building project grant award in July 1975.

Organization	Year	Management	Resources	Linkage
SDE implemented state pilot project	1970	Office of Research Priority: to close gap between research and practice.	ERIC State Library Clearinghouses R & D Labs (in developmental stages)	2 agents employed by SDE but based in 2 districts; Initiated information requests with emphasis on classroom level.
Pilot Project Year 2	1971	Same	Same	Agents expand services to neighboring districts and train part-time district linkers; Requests increase; Other districts allocated and purchased equipment.
Pilot Project Year 3	1972	Same	Same	Agents moved to SDE; Pilot districts replaced them with district linkers.
SDE Established Dissemination Component (state funding)	1973	Office of Planning and Dissemination Emphasis: Information Resources for Planning	SDE Publication	Only district part-time agents remained; Drastic reduction in services and requests.
SDE Established Dissemination Unit (state funding)	1974	Education Products Center Emphasis on: assessing district information needs; increasing use of SDE products, conducting regional workshops to create awareness of SDE products, services and information resources.		Regional workshops with District linkage agents; addressing colleges and universities and education related agencies and organizations.

2.0 DESCRIPTION OF MAJOR COMPONENTS AND PROGRAM ACTIVITIES

2.1 Purpose of Program

The South Carolina Department of Education recognized the significance of building a comprehensive information dissemination system. Therefore, the purpose and long-range, five-year goal of the dissemination capacity building program was to develop, operate and maintain a coordinated communications network departmentwide and statewide. To build dissemination capacity, the Education Products Center, charged with the responsibility of operating the dissemination program, conceived a five-year, phase-in approach to accomplish the prescribed goal.



Phase I:	1975-76	To Increase Services
Phase II:	1976-77	To Increase Participation
Phase III:	1977-78	To Increase Application
Phase IV:	1978-79	To Increase Regional Linkage
Phase V:	1979-80	Coordinated Communications Network

It was projected that the use of a five-year, phase-in approach to develop the coordinated communications network would enable the center to tap resources and services within the Department of Education and establish a cycle to and from local school districts for the development and use of products and resources stemming from identified user needs. The

center also projected that an effective linkage program would be developed to promote educational change in all ninety-two South Carolina school districts.

Dr. Sidney P. Marland, Jr., Commissioner of Education (1971) stated that:

> We are constructing a nationwide educational communications network to disseminate proven new products in order to move the art of education from its present condition to one of the increased quality we demand of ourselves. We must proceed more swiftly to implement the products of research without stopping to redefine every goal and every process at every crossroad.[1]

Inherent in Dr. Marland's concern was the beginning of a viable, coordinated and integrated dissemination system in education for both federal and state education agencies in promoting and using proven research and development programs and practices in education.

In a 1972 South Carolina study of state dissemination practices, based upon analysis of USOE management reviews of 27 state education agencies, findings indicated that:

1. Most state education agencies have not identified formal policies or procedures regarding publication or production of materials used for dissemination.

2. The concept of a coordinated dissemination system often lacks priority with administrative levels.

3. The dissemination concept is vague enough to seem to indicate a wide range of activities. The lack of a distinct definition makes centralization of resources and activities difficulty.[2]

In 1975, the Council of Chief State School Officers adopted the following dissemination resolution:

> Dissemination is a major state education agency function. The Council urges each Chief State School Officer to promote a coordinated integrated dissemination system within each agency.

---

[1] Sidney P. Marland, Jr. (in W. Paisley, M. Paisley, and C. Mick, "Design for an Evaluation of Multiple Variations of Educational Linkage Programs," A Report to the National Institute of Education, November 1973, pp. 1-2).

[2] "A Study of State Dissemination Practices," South Carolina Department of Education, 1972 (unpublished).

> In support of state efforts, the council urges federal education agencies to reduce the frequency with which federal regulations and guidelines fragment dissemination. The council advocates collaborative action to establish a nationwide system for sharing educational knowledge.[3]

Dr. A. Craig Phillips, Chief State School Officer of North Carolina, in an address at the National Dissemination Conference (1975), pointed out some ways this lack of commitment could be overcome.

> An effective dissemination system is a set of organized procedures planned cooperatively and articulated carefully between federal, state, and local agencies for insuring the implementing of improved practices and programs in schools. We must guard against building a system so narrowly conceived that it becomes only a source of statistical information to support management decisions. We must also guard against its becoming nothing more than a public relations tool which creates interest and awareness. We must go beyond that phase and develop the capacity to identify valid educational practices; to demonstrate those practices; to provide incentive grants, leadership and technical assistance to local systems when the local system has selected a specific practice it desires to adopt or adapt.[4]

In planning for the development, operation and maintenance of a departmentwide and statewide coordinated communication network, the Education Products Center established the following basic assumptions:

2.1.1 Basic Assumptions

The Education Products Center believed that a coordinated communications network should:

- Assist the user audiences to acquire needed information resources;
- Assist the user audiences in establishing adequate information bases;
- Provide technical assistance to the user audiences to influence the outcome of information utilization;

---

[3]Marlin Brockette, "Council of Chief State School Officers Dissemination Resolutions," Information Dissemination Report, October 1976, p. 2.

[4]Interstate Project on Dissemination, A Report to the National Institute of Education, 1976, p. 12.

- Provide access to and utilization of information resources by rural, urban and suburban user audiences;

- Serves as a catalytic agent to influence the values and perceptions of the user audiences toward the information resources and technical assistance services provided by the network;

- Provide for user audiences' development of techniques and skills to strengthen effective and efficient utilization of information resources departmentwide and statewide.

2.1.2 Statement of Focus

The concept of a comprehensive state dissemination system was perceived by the National Institute of Education to involve the capacity to provide information and technical assistance in the solution of any problem identified by the dissemination agency or its clientele. Such capacity encompassed three major components and required:

Major Components	Requirements
Information Resources	To provide a comprehensive set of information resources including data, documents, products, and technical expertise.
Linkage	To provide a means of linking the client group to the resource base.
Leadership	To provide arrangements which facilitate provision of services to all members of the client group.

Comprehensive dissemination capacity, as perceived by the Education Products Center, should provide for the development of needed resources in response to determined needs and provide for the application of the developed resources to the determined need. Therefore, dissemination capacity building in South Carolina was expanded to include two additional components:

Product Development	To provide coordinated assistance for the identification of needed resources.
Production	To provide technical assistance in the production of resources and the establishment of quality control measures to enhance utilization of resources.

With the addition of two components, South Carolina's five-year dissemination capacity building goal focused on:

- Phase I: 1975-76

  To emphasize the use of education specialists to assist school districts in establishing their own mechanisms and processes for more effective use of educational resources information/data in problem-solving and program planning.

- Phase II: 1976-77

  To encourage a minimum of five school districts to fund full-time dissemination specialists (with roles similar to state information linking agents); and place added emphasis with colleges and universities in the provision of services to selected target audiences.

- Phase III: 1977-78

  To increase the number of target districts by five and foster multiple district networks with emphasis on linkages between districts with similar delivery/utilization systems and link the target districts to colleges and universities.

- Phase IV: 1978-79

  To establish geographical linkages to further expand district-to-district information utilization through personal exchanges and/or electronic devices.

- Phase V: 1979-80

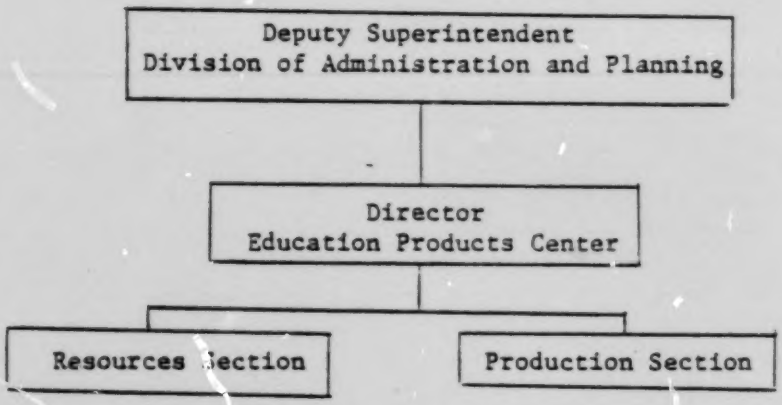
  To implement the departmentwide and statewide coordinated communications network.

The Education Products Center realized that the success of the five-year phase-in approach to building dissemination capacity would require the maintenance of continuous contact with all users; thus the concept of coordination was emphasized in the establishment of a linkage mechanism of designated information representatives within each of the identified user groups to facilitate access to and use of information resources and services.

2.1.3 Organization

The Education Products Center was charged with responsibility of operating the South Carolina dissemination program.

The center is one of nineteen department offices and is housed in the Division of Administration and Planning. The director of the center, who also served as the dissemination program director, reported to the deputy superintendent for the division, who in turn, reported directly to the state superintendent of education. The center's director managed the program activities through two chief supervisors who were responsible for the implementation of program activities in two major components: Resources and Production.



2.1.4 Administration

Administratively, the dissemination program was designed to deal with a full range of information dissemination potentials such as technical assistance services in the development, production and use of educational resources; delivery mechanisms and services to retrieve, store and access published and unpublished information resources in response to identified needs.

The director of the dissemination program devoted time and energy to securing stable support for the program by working with and through key administrators and in arranging for cooperative/collaborative participation in program activities. The Resources component coordinated dissemination activities of the program through the storage, retrieval, acquisition and distribution of educational data, information and resources. The Resources component maintained access to varied educational data bases from which information resources were retrieved and disseminated on request, assisted the user audiences in accessing and utilizing the information resources, and developed and disseminated multimedia products.

It was the responsibility of the chief supervisor of the resources section to develop, coordinate, and implement systems

for the delivery of information resources to promote the development, operation and maintenance of the departmentwide and statewide coordinated communications network. The major units comprising the Resources Component included:

- Resources Information Unit - with a staff of three education research analysts, a library assistant and a clerk. The unit provided, upon request, selected information resources in response to specific information needs.

- Linkage Unit - with two education program specialists who functioned as education information linking agents and were housed in the Education Products Center at the Department of Education. The linking agents worked with and through user audiences in information utilization by conducting workshops/inservices by providing in-depth responses to requests for information resources.

- Product Development Unit - with one multi-media consultant and one public information specialist, developed new products for users and promoted the utilization of these products.

Resources of the Resources Component to provide dissemination program services included:

- A total information storage and retrieval system comprised of (a) the Center's in-house files organized according to the National School Boards Association (NSBA) codification system; (b) ERIC-tapes purchased by the center and updated for computer-retrieval by the Education Data Center; (c) one hundred other data bases to which the center had direct access via Lockheed DIALOG on-line retrieval services.

- All South Carolina Department of Education products and publications accessed manually from the in-house files, ERIC clearinghouses, and Research and Development laboratories and centers.

- Human resources/technical assistance within the Department of Education, available on a referral basis, to supplement and complement responses to requests for specific information.

- Department consultants whose roles included providing specialized content area technical assistance to educators.

The Production Component, also managed by a chief supervisor, was responsible for quality control and technical assistance in the production of Department of Education publications/products.

This component comprised two units:

- Editorial Unit - with one multi-media consultant and three editorial assistants who provided editorial services upon request through machine production of camera ready copy, typesetting, editing and proofreading.

- Graphics Unit - with a graphic artist, an illustrator and an editorial assistant who provided services in areas such as graphics, illustrations, design, format, layout, pasteup and distribution of department publications/products.

The capacity of the Production Component to provide dissemination program services included:

- Comprehensive production of Department of Education publications/products designed to eliminate duplication of departmental effort as well as to improve the quality of departmental products.

- Comprehensive product dissemination for the distribution of Department of Education publications to audiences beyond initially designated recipients.

The Education Products Center was initially staffed with twenty-three specialists and support positions grouped structurally in the two components: Resources and Production which comprised of five units: Resources Information Unit (RIU): Linkage Unit (LU): Product Development Unit (PDU); Editorial Unit (EU); and a Graphics Unit (GU). Each of these units had unique sets of resources and/or capacity building responsibilities. They also served in a collective manner in handling requests or implementing program activities.

On October 13, 1975, the director of the Education Products Center and project director of the Dissemination Capacity Building Project accepted the position of executive director with the South Carolina School Boards Association. Since the dissemination capacity building project was housed in the Division of Administration and Planning, the deputy superintendent for the Division assumed the responsibilities of project director and named the director of the Educational Data Center as interim director of the Education Products Center.

On April 16, 1976, the South Carolina Department of Education through its Division of Administration and Planning appointed a new director of the Education Products Center. The new director also assumed the responsibilities of project director for the dissemination capacity building project.

Under the leadership of the new director, the Education Products Center was reorganized (See Appendix A). This reorganization merged the linkage and development units of the Resources Section into one unit: The Linkage/Development Unit. This unit was responsible for the exchange of information between the department, colleges, education-related agencies, and school districts; provided for inter-district sharing of management information and resources; offered in-depth responses to information requests; conducted workshops in information acquisition and utilization; and developed specific products such as the Share Collection and Catalyst state-of-the-art reports for district use.

2.2 Major Dissemination Program Components

2.2.1 Management

The dissemination program management services of the Education Products Center focused on school and school district personnel, college and university professors and students, Department of Education staff, and education-related agencies and organizations which directly or indirectly influence education in South Carolina.

To enhance the development, operation and maintenance of the coordinated communications network, management felt that such a network should establish managerial procedures which focused on the acquisition and utilization of information and data as applied to program-planning, decision-making and problem-solving. Cutter (1974), in a study on dissemination policies, procedures and programs of nine state education agencies, stated:

1. Local planning is the key to education change.

2. SEA's function is to facilitate change, not dictate it.

3. Inservice is basic to diffusion and change.

4. No one strategy fits every situation.

5. Broad professional and community involvements are essential to the successful implementation of change.

6. SEA's major function is to serve as a linker between research and development on the one hand and the educational practitioner on the other.[5]

---

[5] V. Cutter, Dissemination, Policies, Procedures, and Programs of Nine State Education Agencies, 1974, p. 142.

These findings reported in the Cutter study were incorporated in the overall management functions of the dissemination program and the Education Products Center. However, a major concern about managing the services of the program was the mobilization of program staff toward the accomplishments of program objectives and activities and the establishment of specified dissemination requirements. The focal point of program management was the development of administrative procedures to facilitate communications within and between the three major components and the five units.

In 1978 administrative procedures were modified, based on the definition of dissemination reached by the Dissemination Analysis Group (1977), which agreed that dissemination should be broadly defined to encompass the practicing and the education R & D communities and include four possible usages: (1) spread, (2) exchange, (3) choice and (4) implementation. Management of the dissemination program viewed the Education Products Center as an open system containing the basic components of a dissemination configuration which facilitated continued development, operation and maintenance of a coordinated communication network. The network was defined as a multi-exchange interaction system in which information (input) is acquired, stored, or retrieval (processed) for educational planning, decision-making and problem-solving (output) to improve education practice.

Figure 1 portrays the total coordinated communications network and the sources from which the center interacts to meet the information needs of any and all users served by the network. For example the data banks accessed by the center were the Education Resources Information Center (ERIC) and DIALOG. The Share publication of promising programs and practices provided users with practical knowledge of programs within the states. Arrows to and from the user audiences and sources indicate that feedback and communications channels were inherent in the working relationships with the center as the department's major dissemination agent.

Figure 1

South Carolina's Coordinated Communications Network

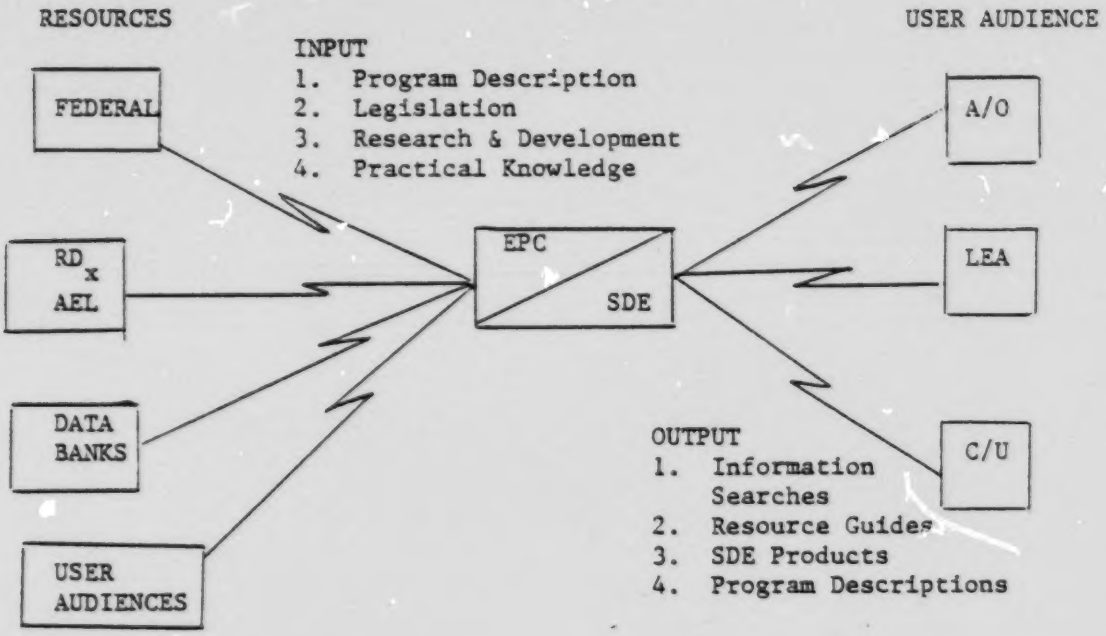
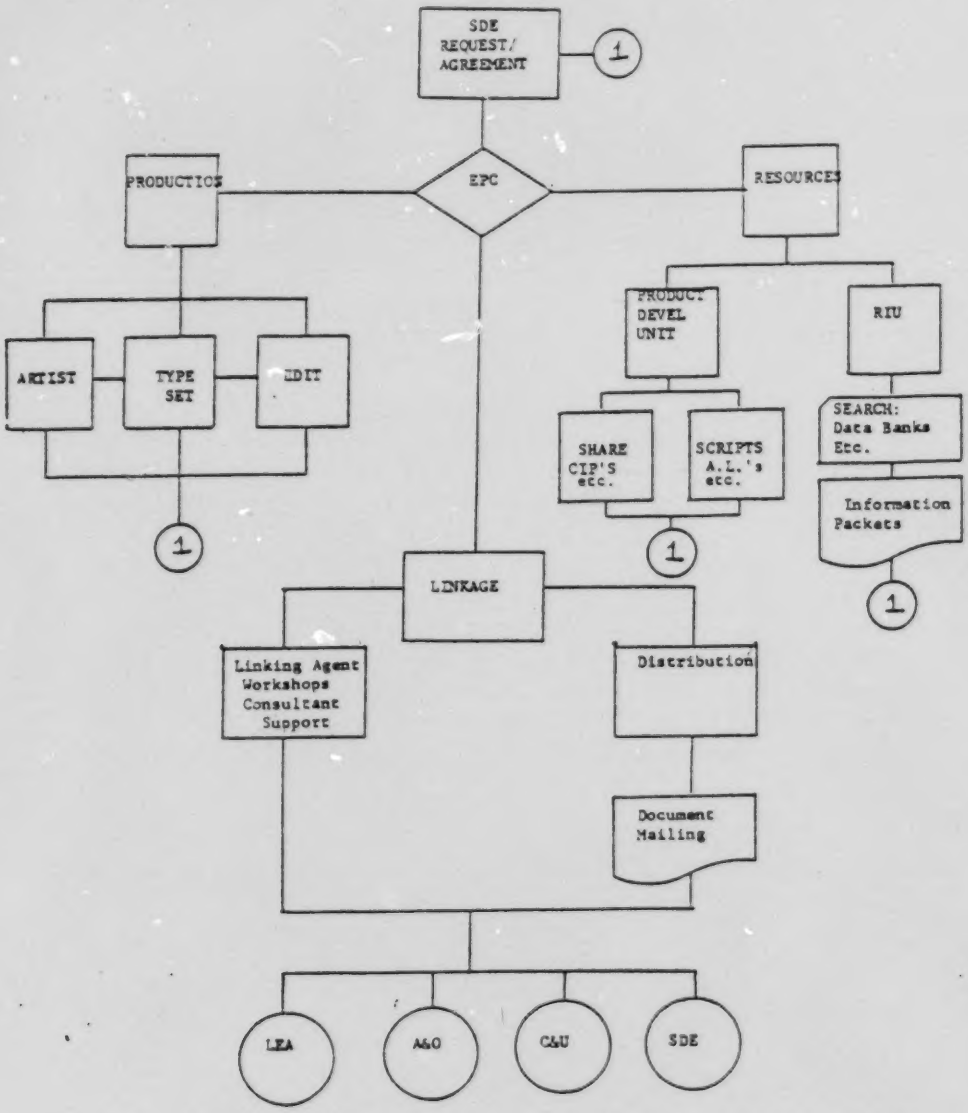


Figure 1A

Management Model



The management model portrayed in Figure 1A provided a network approach with continual interaction between the three major components. It is important to understand that the meaning of "network" varied according to the purpose for which dissemination capacity was being developed. The term "network" as used by the Education Products Center in building dissemination capacity and in managing the dissemination program was providing for individuality and inter-relatedness of components and units, each of which was in constant contact with the others and the identified user audiences.

2.2.2 Information Resources Unit

The primary dissemination function of the Resources Information Unit was to serve as the center's major information/data source for information resources requested by any and all users.

Dissemination activities related to developing, maintaining, and searching the center's collection of printed materials. The focus of information searching was ERIC, both manual and on-line searching. Although the unit was concerned with searching materials other than ERIC, this was established to emphasize the utilization of ERIC as a primary resource. The unit served as a depository of publised and unpublished educational information. The resource base was designed to provide users a full range of information through three different retrieval methods (library retrieval, ready reference retrieval, computer/manual generated retrieval). The method used was determined by the following:

- The nature of the request, (i.e., topic)
- The immediacy of the information needed
- The user audience, (i.e., LEA's, college/university staff and students, education-related agencies, department personnel).

In order to effectively respond to clients' requests, the unit maintained a resource base which consists of the following:

- Lockheed DIALOG Information Retrieval System:
  Primarily used to facilitate management requests for immediate information resources. The clientele group most often served included:
  - State Superintendent of Education
  - Deputy Superintendents
  - Directors
  - District Superintendents
  - State Legislative Audit Council
  - State Senate
  - Governor's Office
  - Attorney General's Office
  - Higher Education Commission
  - State Board for Technical and Comprehensive Education
  - House of Representatives
- ERIC (Educational Resources Information Center) Tapes:
  Primarily used to facilitate response for information resources requested by classroom teachers and others. The center subscribed to and received quarterly updates of ERIC-tapes which were processed through the Educational Data Center of the Department of Education.

During the five-year project period, the Resources Information Unit received and processed 12,832 requests for information resources.

Year	ERIC (In-House)	DIALOG	Ready Reference	Library Retrieval ED's	Library Retrieval EJ's
1975-76	406	0		609	299
1976-77	915	0	144	720	540
1977-78	938	371	147	858	697
1978-79	1,171	350	336	1,243	450
1979-80	863	208	115	892	560
	4,293	929	742	4,322	2,546

The dissemination program of the Education Products Center provided access to ERIC information resources by both the QUERY and DIALOG on-line retrieval methods. The QUERY method was used to facilitate processing of requests for teacher educators and DIALOG was used to address management needs at both the state and local levels.

The statistics provided below show the total number of requests processed using the QUERY method for each of the four identified user audiences. Specific users of the dissemination program services by the Department of Education personnel are also indicated.

User Audience		Total Requests
Local School Districts		2,706
Agencies and Organizations		199
Colleges and Universities		772
Department of Education		616
State Superintendent	5	
Federal Program Coordinator	4	
Division of Administration and Planning		
Deputy Superintendent	16	
Office of Public Information	5	
Education Data Center	3	
Office of Research	72	
Office of Planning	33	
Education Products Center	103	
Office of Technical Assistance and Surveys	10	
Division of Instruction		
Deputy Superintendent	9	
Office of General Education	159	
Office of Programs for the Handicapped	32	

Office of Adult Education	28
Office of Federal Programs	20
Office of Vocational Education	88
Office of Instructional Television	3
Office of Teacher Education and Certification	10
Division of Finance	
Office of School Building and Planning	3
Office of School Food Services	7
Office of Finance	6
TOTAL	4,293

- Human Referral File

  The unit served as a referral mechanism to personnel not physically available to the user. The unit maintained a human referral file, which included department personnel and other education-related agency personnel. This mechanism was utilized to supplement subject area requests, requests for specific products or publications, and requests for specific data.

- In-house Resource Collection

  The unit maintained a wide resource base of local, state, and national information which included:

  - General or vertical file collection, (i.e., various materials used to supplement information resource packages)
  - Journals and magazines
  - Newletters, pamphlets, and bulletins
  - Books, curriculum guides, annotated bibliographies, Education Index, World Book Encyclopedia.

  The above resources were centrally located and available to the user audience.

- Filing and Indexing System

  The unit assigned codes to all file materials and department of education publications included in the Annotated Listing. These latter publications were housed in the Resource Room for perusal and/or loan.

- Resource Room/Department of Education Resource Library

  The Resource Room provided a designated area for working with clients and also provided space for additional resource tools, (e.g., microfiche reader/printer, RIE/CIJE Indexes, and other information resources for use in responding to requests for information resources).

Specific Dissemination Functions:

- Provides, upon request, ERIC computer-generated information searches to:

  a. SDE personnel, free of charge.
  b. LEA school boards, superintendents, administrative and professional staff, free of charge.
  c. College/university administrative and instructional staff, free of charge.
  d. College/university undergraduate and graduate students, for a fee of $15.00.
  e. College/university graduate students as a result of linkage activities, free of charge.
  f. Members of educationally-related agencies and/or organizations, free of charge.

- Ready Reference responses to requests for information resources by:

  a. Locating requested information not in unit's resource base.
  b. Forwarding referred requests for technical assistance to SDE consultants.
  c. Forwarding requests for content or subject area material to appropriate SDE consultants.
  d. Working cooperatively with Office of Research in responding to requests for specific statistical data.
  e. Working cooperatively with the South Carolina State Library and the USC Cooper Library regarding requests which can be more appropriately filled through their resource bases.
  f. Referring requestors to other ERIC microfiche collections throughout South Carolina.

- Assigns NSBA/SCSDE codes to file material and SDE publications in the Annotated Listing.

- Retrieves, upon request, journal articles from the South Carolina State Library and the USC Cooper Library.

- Retrieves, upon request, microfiche documents (fiche and/or papercopy) from the South Carolina State Library.

- Provides papercopy or microfiche documents produced by EPC reader/printer.

- Loans microfiche portable reader, upon request.

- Participates in exchange of dissemination of information to persons from other state programs.

- Conducts in-house ERIC awareness and utilization sessions.

The Resources Information Unit expanded its resource base and capabilities to fulfill requests for information. With the acquisition of publications from NIE and other SDE offices, the resource room housed a variety of educational material for staff use. New journal subscriptions, in addition to the continual ERIC monthly index and Education Index subscriptions, contributed to the enlarged resource base. Also, the use of DIALOG on-line retrieval information service to respond to requests enhanced the resource base. To facilitate requests for microfiche hard copy retrieval, unit staff utilized the microfiche reader/printer housed in the resource room. The staff's potential for responding to information requests was augmented through their participation in training sessions dealing with information retrieval processes. Procedures for maintaining and utilizing six resource files were developed by the unit for ease in accessibility of information in the expanded resource base. These files included the following:

- SDE Products and Publications File
- Promising Practices File
- Human Referral File
- Journal Subscription File
- General Information File
- Resource Room File

The unit responded to requests for information from four major audiences (SDE personnel, LEA personnel, college/university personnel, agency/organization personnel). These requests were processed in the form of ERIC resources information packages, library retrieval of journal articles and/or microfiche documents, and ready reference. Ready reference requests included specific requests for information not in RIU's resource base, referral of clients to appropriate human contacts, requests for EPC/ERIC descriptive literature, and requests for Department of Education products.

Publications requested and developed by the unit for use by department consultants included annotated bibliographies entitled "Discipline in the Schools," "Career Guidance in the Elementary Schools," "Citizens' Advisory Councils for Education," and "Parent Involvement in Education." The last two publications were "Current Issues" packages which were disseminated throughout the entire state. In addition to requests for the bibliographies, requests for the full text of material cited in the bibliography were also processed by the unit. The unit also developed and disseminated to South Carolina educators resource sheets/bulletins to inform interested personnel of EPC services and products.

Recent state legislation, such as the South Carolina Basic Skills Assessment Program and the South Carolina Education Finance Act of 1977, precipitated numerous requests for information. These requests were received from each of the four major audiences in all parts of

the state. RIU provided the clients with ERIC information resource packages, annotated bibliographies compiled by the unit. Copies of these resources contributed to the dissemination of information and the development of a coordinated communications network departmentwide and statewide.

The Resources Information Unit worked cooperatively with other offices in the Department of Education. Many requests for information were forwarded to the unit by department personnel. Likewise, the unit utilized the expertise of department subject area consultants and other personnel in responding to requests by obtaining the needed information directly or by referring the client to the appropriate human resource.

An example of this cooperation is the agreement with the Office of Federal Programs, whereby the unit processed requests for background information for Title IV-C proposal writing and the compilation of ERIC resource information packages which were distributed at inservice/staff development programs throughout the state.

Information concerning P.L. 94-142 and information on advisory councils mandated by the South Carolina Education Finance Act of 1977 was provided to department personnel for dissemination to the local districts.

The unit worked closely with the Office of Research in responding to requests for specific statistics concerning education in South Carolina, the Office of Vocational Education for vocational and career education information, and the Public Information Office for background information for speeches by the state superintendent of education.

Another example of the unit's cooperation with SDE offices was completion of activities assigned to EPC in the department's five-year plan. The unit conducted in-depth computer searches and retrieval of material for information pertinent to school board members' developing goals, formulating policy and communicating with the public. This information was used to develop three booklets on the topic of developing and maintaining an effective working relationship with the school board. This material was used to produce an information packet for new LEA superintendents.

The majority of information requests processed by RIU were received from LEA's. Information requests dealt with basic skills, minimal competencies, survival skills, basic skills assessment programs, school guidance programs, middle school organization and/or curriculum, formulating salary schedules for principals and/or teachers, mainstreaming handicapped children into the regular classroom, implementation of learning centers in the classroom, ways to handle discipline problems, and gifted/talented programs. These

requests for information from LEA's were received directly, through an EPC/ERIC representative, SDE consultants, or through EPC's linkage agents.

The unit coordinated activities with the University of South Carolina (USC) Cooper Library in an agreement for journal article retrieval. Information requests from colleges and universities, including USC, were received by the unit through the South Carolina State Library (SCSL). These requests for information from college faculty and students were also a result of linkage workshops.

2.2.3 Linkage/Product Development

2.2.3.1 Linkage Unit

The primary dissemination function of the Linkage Unit was to provide person-to-person assistance in the acquisition and utilization of information resources and services. The unit coordinated an exchange of information between all identified users, and assisted school districts in establishing their own delivery/linkage mechanisms most effective for their individual information dissemination processes.

Prior to the dissemination capacity building project (1970-75), South Carolina conceptualized three basic processes for the dissemination of educational information and data to facilitate educational planning and decision-making.

The first process (1970-73) dealt with the "field agent" concept demonstrated in the "State Pilot Program for Information Dissemination." Four models to enhance the dissemination and utilization of information to meet identified educational needs were utilized by the South Carolina Department of Education.

Model 1: State Educational Extension Agents. This model focused on field agents employed by the department to live and work in designated target districts.

The role of the state agents was to facilitate the two-way flow of information between the SEA and LEA and to assist in the utilization of educational research. The agents, rather than becoming personal "agents of change" in their districts, called upon national, state and local resources to assist the educational personnel in the district to identify and find solutions to their needs.

The state agents' specific duties include: (1) helping the local educator to identify educational problems; (2) preparing the educator's request for information; (3) helping the educator to develop approaches and plans in problem-solving or making changes; and (4) assisting the local educators to utilize the data package.

Since the pilot program was designed to provide educational research on existing and anticipated educational programs in the local school districts, the state agents were concerned about the kinds of problems they would help solve; the scope of the program in terms of service; priorities of requests; role limitations; and follow-up procedures on the utilization of the information.

In general, the state agent's role incorporated assisting educators in defining educational problems and interpreting research information; encouraging the use of research in decision-making and planning activities; providing resources to facilitate planning and innovative processes; being cautious not to provide answers but alternatives for the educator; being cautious not to usurp the leadership role of educators; and maintaining a certain degree of neutrality without attempting to promote a "cause celebre."

Model 2: Full-time and part-time local enducational extension agents. Model 2 focused on field agents employed full-time and part-time by local school districts.

An individual who was employed by a local district, spent 50 percent or more of his time working with this district to facilitate the two-way flow of information between the information center and the local district, and assisted in the utilization of educational research was known as a local district educational extension agent. This agent worked with only one district on a full-time (or greater than one-half time) basis.

The role of the local district agent in working with the district personnel included assisting educators to define problems and interpret research information, encouraging educators to use research in their decision-making activities, and providing resources to facilitate the planning and innovative process.

The role expectations and duties of the local district agent and the state agent tended to be similar. The local district agent (1) helped the local educator identify educational problems, (2) prepared the educator's request for information, (3) helped the educator to develop approaches and plans in problem-solving or innovating, and (4) assisted the local educator to utilize the data package. The major differences between the state agent and the local district agent related to perspective and goal commitment. The state agents and the state information center staff shared the same goals and considered themselves to be a team. The local district agents tended to operate on their own, utilizing the state information center as a resource and maintaining a predominately local perspective.

Model 3: District Representatives. In expanding the information service, the state superintendent of education extended an invitation to each non-target district superintendent to submit the name of a district representative who could facilitate communication between the local school district and the information center. The primary role of this representative was that of being the state information center's contact person in the district to facilitate communication between the two.

School district personnel channeled requests directly through the district representative to the information center. No district requests were processed without the approval of the district representative. All completed request packages were returned to the district personnel through the district representative.

In addition, all special packages, notices of meetings, and other materials prepared by the information center were distributed to the district through the district representative.

Model 4: State Area Educational Extension Agents. During 1972-73 the state educational extension agents' activities were extended to the northern and southern areas of the state. The role of the state area agents was basically the same, i.e., to facilitate the two-way flow of information between the department and the local district, and to assist in the utilization of education research information at the local level.

The state area agents functioned between the information center, where research and program data were compiled from various sources, and the local school district, where the information was applied to a problem situation. The manner in which the research information was applied and utilized in the school district depended to a great extent on the problem and the district personnel. The state area agents worked within this framework and assumed the role of facilitators.

The state area agents worked with local district agents and district representatives to strengthen and enhance the dissemination network throughout the state by training and assisting local personnel to use information in their decision-making and planning efforts.

The second process (1973-74) dealt with the "planning resources" concept to facilitate the planning process through which educational managers could acquire and utilize information and data at various points in their planning and decision-making processes.

The position statement developed within this concept reflected the following concern for disseminating and utilizing educational information and data:

> Examination of the impact of the information which has been disseminated during the past three years indicates that it tends to vary in strength according to the specific request for information and the purpose for which it is used. Careful scrutiny of the department's role in the maintenance and operation of a dissemination system indicates that a more effective and efficient means needs to be identified to provide information for individual requests and to assist groups of educators to identify and utilize existing resources.[7]

The third process (1974-75) dealt with the "coordinated communications" concept with emphasis on linkage between state information center, where resources and program information and data were collected and compiled from various sources, and the local school district, where the disseminated information and data were applied to problem situations.

The following statement pointed to the need for reshaping existing practices in disseminating and utilizing information and data:

> Educational practitioners and researchers have too long entered into discussions of investigative studies of theories and documentation of generalization based upon fundamental principles. In the coordinated system, there must be concern for results as applied to planning and problem-solving activities at the local level, instead of the concern for knowledge produced and the creditability of the method used in producing it. The latter has failed to have an immediate effect upon the world of the here and now, or upon the world in which the educational practitioners lives and moves.[8]

During the past five years (1975-80), linkage activities focused primarily on models three and four (page 25). The roles and functions of linking agents, identified, tried, and proven successful during previous projects and state funded activities, were revitalized during the capacity building project with primary emphasis on working with district representatives as resources linkers.

In Piele's Analysis of the Role, Activities, and Training of Educational Linking Agents, "the resource linker need not spend time

---

[7] D. J. Ashworth, "Position Statement," Office of Planning and Dissemination, South Carolina Department of Education, July 25, 1973, p. 1 (Mimeographed).

[8] W. E. Ellis, "Utilization of State Provided Data for Decision-Making Purposes at the Local District Level," South Carolina Department of Education, 1975, p. 1.

with any client. He will be able to obtain fairly wide coverage through a client system."[9] This statement supported the concept of generalist advanced by Sieber. Piele further stated that the requirements for such a role were characterized by a low level of interpersonal interaction, a low level of involvement with each intervention, and a high level of distribution throughout the system.

The role of the resource linker originated by Havelock and analyzed by Piele further supported the Education Products Center concept in working with designated district representatives as information resource linkers in school districts. These designated representatives, by the very nature of being designated, assumed many responsibilities and participated in training programs that were relatively brief, straightforward, inexpensive, and quickly prepared the resource linker to work in the school system.

The South Carolina Dissemination Capacity Building Project was unique in that the Educational Information Linking Agent served as an information consultant. As opposed to other department consultants, the linker was not a content area specialist. His role was one of assisting other educators in identifying problems, matching those problems with appropriate information resources, and facilitating district retrieval of locally developed as well as department products.

The linkers offered assistance to the district by a process called information consultation. In essence this term meant that the district and the linker establish an open two-way communication channel. At the superintendent's request, the linker would go into the district to explain the services available through the Education Products Center. If the superintendent felt the services to be beneficial to the district's objectives, an agreement was made for a continuing working relationship. The district representatives served as the liaison persons through which linkage activities within the district were coordinated. These activities included awareness presentations to the district staff, principals, or whomever the superintendent deemed appropriate. The presentations were to explain the purpose of the Education Products Center, its resources, and its procedures for requesting particular services.

Linkage was defined as those activities which relate to two-way or multi-way communications with a district representative network or resources which link or provide users of an information

---

[9] P.K. Piele, Review and Analysis of the Role, Activities, and Training of Educational Linking Agents (Eugene, Oregon: University of Oregon, ERIC Clearinghouse, November 1975), p. 24.

dissemination system with requested information resources.

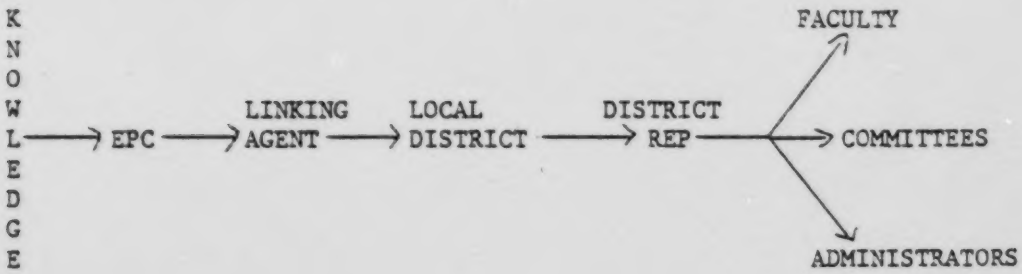
Specific Dissemination Functions:

- Makes initial contact with a district superintendent to present a basic orientation on EPC resources and services and to plan for future district inservice.
- Conducts awareness inservices with groups who are not familiar with the Education Products Center.
- Serves in a technical assistance role in aiding users' negotiations for information.
- Trains others in aiding audiences in requesting information and interpreting accessed information.
- Serves as a referral point for human resources in response to user needs.
- Disseminates in-depth information about EPC products.
- Locates and accesses information and products in response to user needs.
- Assists districts to implement and maintain the Filing and Indexing System.
- Works with districts to identify channels of communication within the district.
- Assists the user audiences to implement and "plug-in" to identified communication models.
- Works with some university courses which are tried on a field basis with local school districts. Explores application of resources to specifically identified needs.
- Works on a direct response to requested user needs for information and inservices.
- Conducts inservices to complement and supplement department consultant workshops.

Linkage activities centered on the designated EPC/ERIC district representative becoming an active participant in the dissemination-utilization process. Regional workshops were held in the contexts of (1) focusing on the increasing amounts of educational information and data available to school districts; (2) determining how and in what manner some or all of the information and data produced by the

department would be of value to districts in planning and decision-making; and (3) obtaining specific feedback on making existing and future information more responsive to district needs. The workshops provided increased communications between districts and the department and among districts themselves.

The key to linkage services and activities was a model reflecting the relationship of the district representative to linkage agents.



Relationship of district representatives to linkage agents:

DISTRICT REPRESENTATIVE	LINKING AGENT
1. Develop programs and conduct inservice for awareness.	1. Provide materials and assist inservice on state and local resources, on an awareness level.
2. Conduct workshops with faculty and staff in problem statement and interaction for negotiation.	2. Assist in the identification of personnel information needs such as A) Skills to identify problems B) Clear problem statements.
3. Selection of appropriate resources for problems.	3. Aid in choosing appropriate resources to meet needs, i.e., local, state, EPC, ERIC.
4. Aid personnel in resource interpretation.	4. Interpret results from resource request if needed.
5. Inservice district groups in using various resources.	5. Train personnel in using different materials such as ERIC resumes, microfiche.

6. Follow-up activities to insure maximum utilization of resources.	6. Assist DR (as necessary) in conducting follow-up activities such as personal calls, group visits, in-service.

In addition to person-to-person linkages established through regional workshops, the following linkage mechanisms were developed to enhance the development of a coordinated dissemination network:

. EPC/ITV Presentations:

To demonstrate how statistical, test and descriptive program-data have been used by districts and department staff in program planning and decision-making.

. Share (promising programs/practices) Collection:

To establish communication channels within the department and between the department and local school districts in identifying, collecting and publishing South Carolina's own promising programs for on-site visitation and/or replication.

. Catalyst Publication:

To provide department and school district personnel with a synthesis of the educational research on critical issues of statewide interest in the form of state-of-the-art reports.

. Annotated Listing of Department of Education Publications:

To provide access to identifying and acquiring needed department publications/products and to increase their statewide utilization.

. Filing and Indexing System:

To help the local district identify, organize, index, file and retrieve all department publications/products disseminated to the district, and all locally produced publications/products for entry in the local and state system for statewide utilization.

In 1975-76, 114 part-time EPC/ERIC district representatives were operating in local school districts. Some were more experienced than others, but to some degree all participated in workshops and inservices on the scope of their linkage roles and responsibilities.

Findings generated from three evaluation reports (1975-76) were combined to provide an overall evaluative picture of the entire year's workshop activities. A total of 137 respondents submitted evaluation instruments at the three series of workshops, and these responses were combined and/or compared in Tables 1 and 2.

Table 1 provides data by which some comparisons may be made about the various workshop activities. The April videotape received substantially higher ratings than the other two videotapes shown at the workshops. Among various staff presentations at the workshops, the ERIC presentation made in November and the Statewide Test Data Utilization presentation made in April received the most favorable evaluations. However, all presentations received an "excellent" or "good" rating from at least 90% of the respondents.

Overall evaluations for the workshops may be compared at the bottom of Table 1. Respondents at all three series rated the workshops as "excellent" or "good" at least 90% of the time. These data suggest that the February workshops were most favorably received but the differences here are not very significant.

In Table 2, findings on the value of various products and services available through EPC are presented. It is extremely encouraging that nearly 90% of the respondents rated EPC services, generally, as having "significant value." Also rated as having significant value by at least 60% of the respondents were (in order): BEDS reports (84%), ERIC (78%), a local information system (69%) and SHARE (60%). No more than 8% of the respondents found any of these products or services to be "of little value," an extremely significant finding.

In general, then, evaluations of the three series of district workshops were favorable and supportive of most of the major activities which were undertaken. While there was obviously room for improvement, these findings clearly supported the need to focus on specific dissemination tools to increase acceptance of the kinds of products and services provided by the Education Products Center.

TABLE 1

SUMMARY OF EVALUATIONS
THREE SERIES OF EPC REGIONAL WORKSHOPS 1975-76

PROGRAM COMPONENT	EXCELLENT	GOOD	FAIR	POOR	NUMBER RESPONDING
First videotape	23%	63%	15%	0%	40
February videotape	21	54	21	4	56
April videotape	57	43	0	0	35
ERIC presentation	54	39	7	0	41
BEDS presentation	34	63	3	0	59
Statewide Testing	47	49	5	0	35
Group discussion - November	20	53	25	3	40
Group discussion - February	26	47	23	4	53
Group discussion - April	15	41	30	15	27
Overall evaluation - November	22	72	5	0	22
Overall evaluation - February	30	67	4	0	57
Overall evaluation - April	29	61	10	0	31

(Some percentages do not total 100% due to rounding.)

TABLE 2

VALUE OF PRODUCTS AND SERVICES
PROVIDED THROUGH EPC*

PRODUCT OR SERVICE	RESPONDING	OF SIGNIFICANT VALUE	OF SOME VALUE	LITTLE VALUE	NO VALUE
ERIC	40	78%	18%	5%	0%
SHARE	91	60	34	5	0
CATALYST	85	42	52	6	0
Local Information System	90	69	24	7	0
BEDS Reports	57	84	16	0	0
EPC Services, Generally	89	88	11	1	0

*Compiled from data collected at the November and/or February workshops (1975-76)

(Some percentages do not total 100% due to rounding.)

In 1976-77 dissemination tools to enhance linkage services were identified and refined as needed.

- EPC-developed products such as SHARE, CATALYST, ANNOTATED LISTING etc. were used to aid in developing an awareness of the one way to access State Department of Education products.
- ERIC AWARENESS MODULE was used to aid librarians and principals in working with teachers and committees in how to access and negotiate for ERIC searches.
- Transparencies were used on EPC services and resources, information packages, request forms and procedures for submitting requests.
- Specific topic packages were used to address specific audiences and interest groups in workshop situations.
- Filing and Indexing materials and background information were used to discuss the system with district staff.
- The State Library were used as a resource for information access and human referral.
- The South Carolina School Directory was used to aid in making referrals within the department.
- District staffs and programs were used in response to other district needs.
- Department consultants were used to help meet district information requests and to aid in interpretation of requests in light of state goals and objectives in a given area.
- University of South Carolina (College of Education) instructional staff frequently aid in information retrieval and human referral.

Conceptual Communication/Dissemination Models:

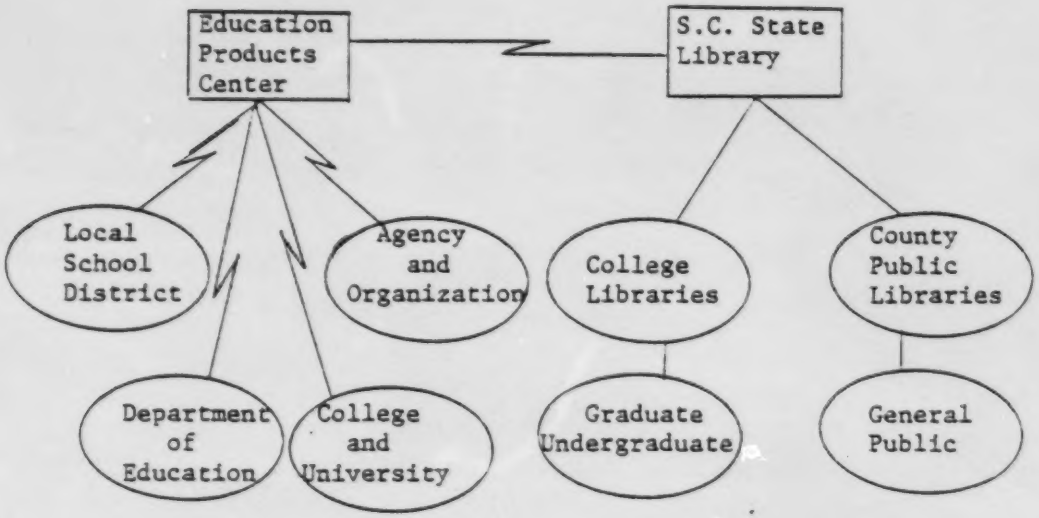
The overall purpose for developing conceptual communication/ dissemination models was to focus on the total services and user audiences served by the program.

Figure 1B is a general model that may be applied to each of the four user audiences. The emphasis implied by this figure is that although a formal request system may be in effect, it is not steadfast. EPC was designed to serve the immediate needs of a requestor and in this sense responsed to any request for information, regardless of whether it came through formal lines of communication or if it was a person to person request.

06(45

Figure 1B

Conceptual Communication/Dissemination Model

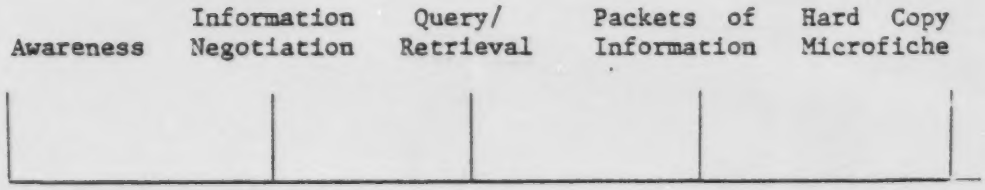


Conceptual Model One: LEA (Local Education Agencies)

The Products Center served four distinct types of audiences. Each of these had its own special needs in terms of the kind of information and services required. The services provided by the center represented a continuum ranging from an awareness session to provision of material specific to a user request. This continuum is portrayed in Figure 2. How this continuum relates to each of the user audiences is the theme of each conceptual model.

Figure 2

Center Service Continuum

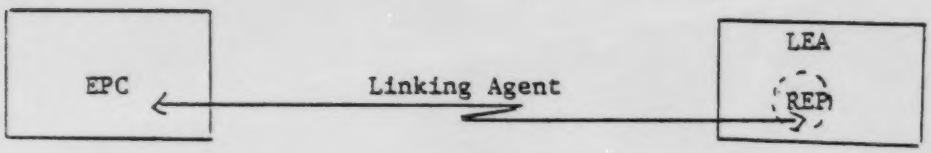


An LEA was eligible to request and receive all of the services depicted by the center service continuum. The distinguishing feature between districts was the level of awareness. (Level in this context refers to the professional level of the district's personnel who have utilized the services.) From the past five years' experiences it was determined that in some districts only the superintendent used the Products Center services, while in others, all types of professional personnel, including classroom teachers, used the services.

Communication between the district and EPC is represented by Figure 3. From the figure it is apparent that communication responsibility is charged to two individuals, the center's linkage agent and the district repreesentative. The rationale behind this concept was that it simplified transactions between the two and had the added advantage of giving control to the flow of information.

Figure 3

Communication Line



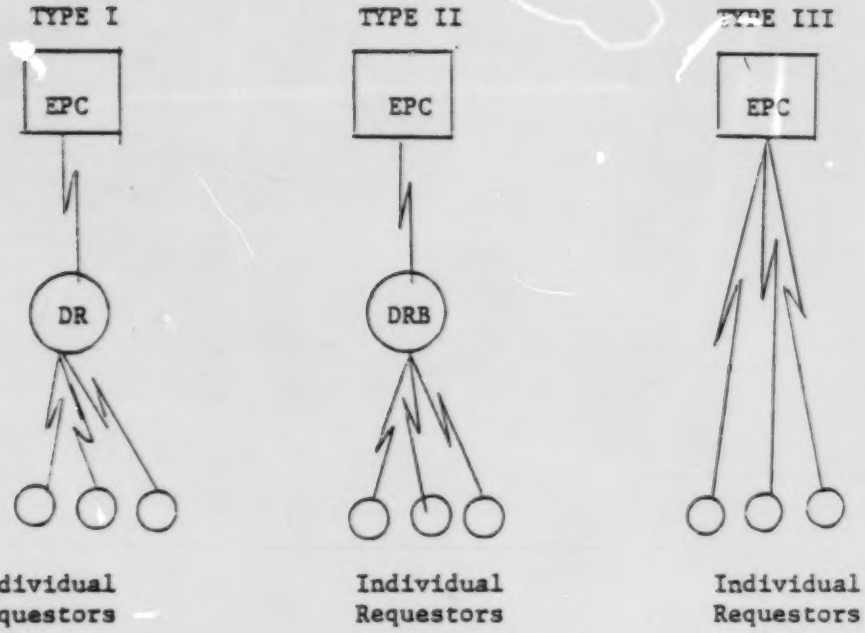
In each district having a working relationship with EPC, the district superintendent was required to appoint a representative. In some cases the superintendent himself served, but usually a staff member was assigned this opportunity. The District Representative became the contact person for the district through whom communication and dissemination lines were opened and maintained.

The basic role of the DR was to coordinate the activities and transactions between the center and the district. Part of this role was to arrange for workshops with each level of staff, based on the superintentendent's guidance, to raise the awareness level of the district's professional personnel. Additionally, the DR signed off on all requests for information initiated within the district. An indicated by Figure 3 the relationship between the DR and the Linkage Agent was one of bi-lateral communication designed to assess and meet the district's informational needs. The process by which this was accomplished is referred to as information consultation.

Figure 4 shows the three types of districts served by EPC. Basically, Types I and II districts are the same. Information is supplied or disseminated to an individual via the DR. The difference lies in what happens to information once it is in the district. In district I it becomes the sole property of the requestor, while in district II, it goes into the district resource base and becomes accessible and available to others that may have future needs for the information. In Type III districts, information is supplied directly from the center to the requestor.

Figure 4

Types of Districts Served



The primary purpose of the LEA conceptual model was historically to provide assistance to the local educator in program planning and decision-making. In effect this meant providing the district with access to resources that would facilitate these processes.

In 1977, the center began helping districts organize their own resources by installing a Filing and Indexing System (FIS) in selected districts. Experience showed that the FIS was too complicated for most districts to use and that only material from the SDE

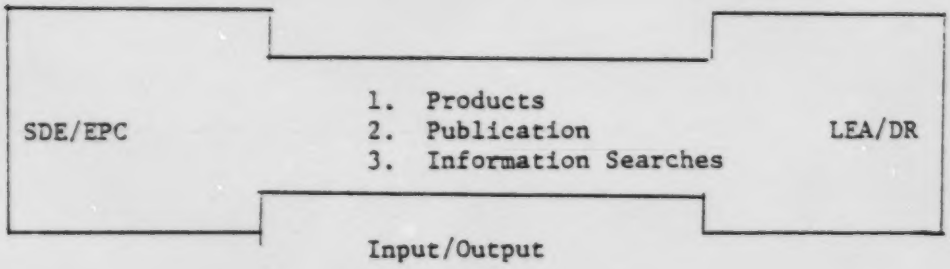
was being placed in it. The coding system for the FIS was also found to be confusing because of the semantic differences in the code and in the realistic setting of a school district.

As a result of experience, the center staff set about the task of designing a District Resource Base (DRB). The DRB incorporated the categorization, storage, and retrieval aspects of the Filing and Indexing System (FIS) into a simplified and usable system. The purpose of the DRB was to enable the district to become its own primary resource base and use EPC in a complementary/supplementary capacity.

The objective of the LEA conceptual model was two-fold. First, to reach an expanded audience of district educators to induce their full participation in the continuum of center services. This expanded audience included the totality of all levels of educators in the school districts. Secondly, to provide districts with a systematic organization of SDE materials and encourage the inclusion of locally developed material as well. Figure 5 represents the conceptual structure of the LEA Model.

Figure 5

Conceptual Structure of LEA Model



The LEA conceptual model provided for two-way communication. Materials developed at the state level were channeled to appropriate recipients through the district representative. By the same means a reverse flow of local material to the state was accomplished. An excellent example of the LEA input is found in the SHARE publication of promising district programs.

Conceptual Model Two: C & U (Colleges and Universities)

Conceptual model two dealt with the relationship between EPC and state colleges or universities. Within this classification,

three sub-classifications of users were made: the instructional staff, the administrative staff, and the student. While the center responded to any request for information searches from all divisions, the primary thrust was with the department, school or college of education. Operationally the same continuum of services available to the LEA also applied to the C & U.

The instructional staff was defined as those actively engaged in the instructional process, including full- or part-time teachers as well as adjunct professors. Two further divisions were made in this category of user in terms of the end usage of requested information. These divisions were those who used the information in the classroom and those who were engaged in research. The former division received information at no cost, while the latter paid a cost of $15 per search.

The student category was further divided into three categories, a regular student, a practicing educator enrolled in a graduate level course, and the student teacher. The regular student, by policy, paid the $15 fee for a search. An educator taking courses fell into one of two categories depending on the end use of requested information. If the information was to be used for a class project or paper, the fee was charged. Most educators fell in the second category, that being fulfilling a class project by working on a problem they were experiencing in their work environment. In this case no fee was required.

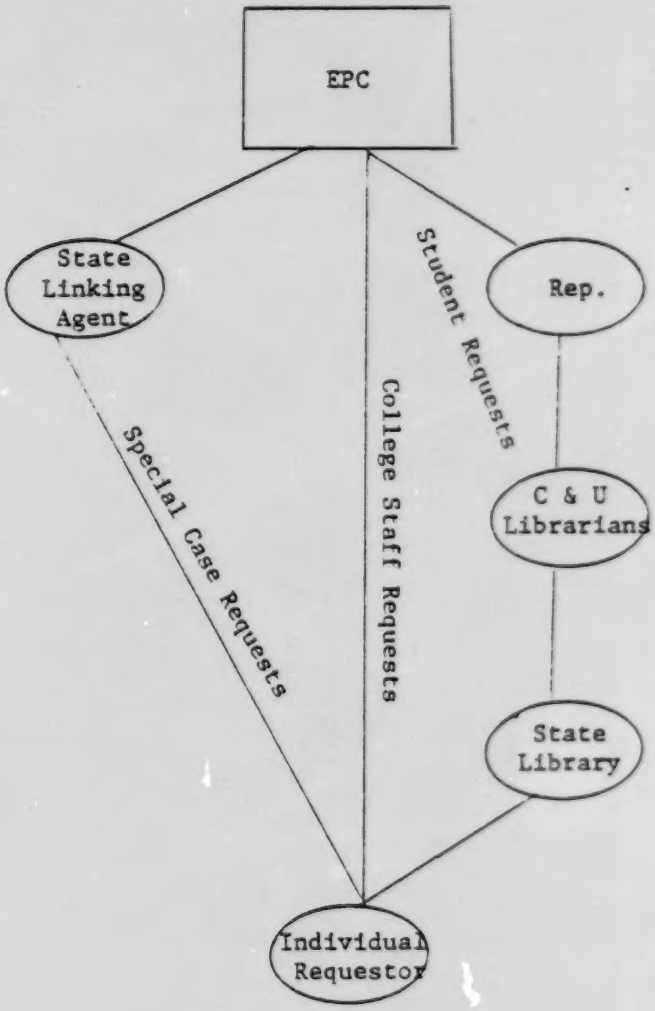
A special case existed within the usual C & U-EPC working relationship. The Center offered a service whereby under an agreement with the instructor, an awareness presentation is made to a class and a request for an information search becomes an integral part of the course requirements. Early in the course, the linking agent conducted class presentations in which the student became familiar with the Education Products Center and the services it provided to the state's educators. Special emphasis was given to ERIC, DIALOG, and other methods used by the center to fulfill a request for information. As per the agreement, a topical search was prepared for the student and a limited amount of material provided at no charge. Information about this unique working relationships was disseminated in an article by Dr. John Van Hoose, University of South Caroline, that appeared in the Journal of Teacher Education entitled, "Establishing a Link Between ERIC and the Classroom Teacher."

A formalized system was established through which requests for information or services were transmitted. This system applied to all categories of C & U users, including the student educator and the special case described above. Figure 6 shows this system model.

It can be seen from Figure 6 that the linking agent or a representative is appointed by the department, school or college of education. In the case of student requests, this representative is responsible for approving an individual's request and forwarding it to the main C & U Library. The C & U librarian in turn transmits the request to the State Library and from there it goes to the Resources Section of the Education Products Center. Material from the center flows to the original requestor by the same system.

Figure 6

C & U Conceptual Communication/Dissemination Model



Conceptual Model Three: A & O (Agencies and Organizations)

The relationship between agencies and organizations (A & O) to the Education Products Center may best be described as fulfilling immediate information needs. In this case an agency or organization is defined as a group having an educational information need. The South Carolina Legislature, other state agencies such as Vocational Rehabilitation, or parent groups (i.e. advisory councils) are a few examples of groups that are included in this user classification.

Stated briefly, EPC responded to individual requests for information on specific education topics. No formal system existed in that no local representative must approve a request, as in the case of the district representative. Opposed to the C & U model that channeled requests through the State Library, all communication was direct between the user and EPC.

Conceptual Model Four: SDE (State Department of Education)

Organizationally, the Education Products Center is one of nineteen offices that make up the State Department of Education. The SDE conceptual model is one that expresses the relationships between the center and the different elements of the department.

The essence of the SDE conceptual model was that the center staff promoted department awareness and utilization of services. Four major areas were seen as comprising the center's thrust within the Department of Education. The first of these concerned product dissemination from the SDE level. A first step in this process was the inclusion in department policy that copies of department produced material would be channeled to EPC. Efforts in this area were broadened to include full dissemination of all products from some offices.

The second area was that of joint workshops with other SDE offices. This proved to be an effective means of promoting services. Consultants involved learned that the services offered by EPC complemented their field work.

The third area was coordinated team efforts between the Office of General Education, Office of Research, Office of Programs for the Handicapped, Office of Vocational Education, Office of Federal Programs, Office of Adult Education, Office of Planning and the Office of Technical Assistance and Surveys in assisting school districts to use multiple kinds of information resources in decision-making and program-planning.

The fourth area was in establishing greater team effort departmentwide in developing and producing publications and multimedia products. The center assisted other department offices to

develop ideas for content and media, produce and disseminate the products, and foster effective usage. The center brought together most department offices in the development of Share and Catalyst, and all offices in Annotated Listing and the Superintendent's Annual Report.

2.2.3.2 Product Development Unit

The primary function of the Product Development Unit was to provide identification and development of center products, and technical assistance to department staff in the development of Department of Education publications/audio-visual products.

The Development Unit developed original print and audio-visual materials, ETV and radio scripts, usually in cooperation with other department office staff members and/or district staff. The unit also made recommendations for new products and modifications of existing products in the department, based upon requests, priorities and identified needs of varied user audiences.

Specific dissemination functions:

- Helps department staff analyze audience needs for information and most effective media to transmit it, as requested.
- Proposes development of new print or AV materials or revisions to existing department materials to communicate specific messages to specific audiences effectively.
- Obtains assistance from appropriate department and/or district staff member and other educational agencies and organizations to develop or revise material.
- Assists department staff, upon request, to develop original print or AV materials to communicate identified messages to specific audiences.
- Works cooperatively with department staff to develop scripts for department ETV productions.
- Develops such center publications as Share collection of promising practices; Catalyst in-depth analyses of critical topics with varied alternatives; and Current Issues Packages containing annotations of selected ERIC material and other recent literature on topics; all developed in collaboration with appropriate department and/or district staff members.

- Compiles and edits the Annual Report of the State Superintendent of Education and reviews suggested changes with appropriate directors and the state superintendent for their approval.

- Analyzes printed materials from other state education departments and develops annotated listing of them to circulate in department so that staff may check out material for study.

- Analyzes requests processed through resources information and linkage units to determine current topics of greatest interest and need for printed or AV material not already available in department for district, department, college, and education organization/agency audiences.

A major dissemination tool used by this unit was the Share collection of promising local programs throughout South Carolina school districts. This collection, published annually, was developed cooperatively by the center, other SDE offices, and local South Carolina school districts. It is a beautiful example of a product identified as needed by the center, the department, and school districts, and then developed cooperatively by all three. It reflects mutual effort in product need identification, product development, and revisions as needed. SHARE was evaluated periodically to avoid overlap or duplication of other department publications on promising local programs.

The Share Collection, containing descriptive summaries of varied exemplary programs in South Carolina school districts, has been published annually since 1976. The size of editions ranged from 83 to 187 program entries. The primary purpose of Share was to promote an exchange of information, ideas, and experiences among South Carolina educators and to encourage the study of alternative solutions to common educational problems. The collection provided school district staff with a comprehensive source of information on alternatives for improving, planning, and developing educational program.

Piloted in 1975, this annual publication was initiated in response to repeated district requests for this kind of resource. District staff were continually asking: What district(s) in South Carolina has developed effective resource room programs for handicapped students?" "Where in the state could I go to visit outstanding library media centers?" "Where is a good program for low achievers in math and how was it developed?" Such questions were indicators of a statewide need for a collection of local promising programs.

Programs entering the Share collection require no validation, guarantee, or stamp of approval from the department or the district. The only critiera was that any Share program must have been operational for at least one year and have evidenced enough success to be open to visitation by other educators once prior arrangements have been made with the designated contact person.

Programs and approaches geared to a wide variety of audiences and needs were sought and included. A multi-faceted approach was used to identify programs to be included in Share. Both the State Department of Education and local school districts nominated potential new Share entries each year. Also, for each new collection, entries from the previous year were reviewed by the department and the local districts involved, to determine which entries will be listed as continuing another year.

Evolution of the SHARE Selection Process Identification by State Department of Education Staff:

From the beginning, a close working relationship was established in the following department offices in order to identify and collect needed program information for Share entries: Office of Federal Programs, Office of Programs for the Handicapped, and the Office of General Education.

Written statements of agreement were drawn up in order to define clearly individual office responsibility in this identification process. (See Appendix B). The Office of Federal Programs has, from 1975-80, identified those Title I, Title III, and Title IV-C programs which have been most exemplary. The Office of Programs for the Handicapped discontinued their own collection, using Share as their sole mechanism for disseminating local program information. Each year, consultants and supervisors in the Office of General Education were asked to name successful local programs which showed contrasting approaches to meet the needs of a variety of audiences.

In addition to identifying promising district programs, department consultants and supervisors were also asked to verify those local programs which districts themselves report as "promising," innovative, or particularly successful.

As the Share Collection envolved, other department offices, in addition to the original three, became involved in the process, including the offices of Vocational Education, Adult Education, Textbooks, School Food Services, and Teacher Education and Certification.

Identification by School District Personnel:

For the first two official editions of Share (1976 and 1977), districts were mailed letters of invitation to submit Share entry nominations; selected school districts were called and visited for the same purpose. For the third and fourth editions (1978-79 and 1980), series of regional meetings for district Share Coordinators were held twice yearly to: (1) invite districts to submit descriptions of their most successful programs and practices; (2) distribute the collection to all school districts; and (3) encourage those districts who have not previously submitted Share entries to do so if interested. (See Appendix C for materials distributed at the 1979 submission workshops).

As mentioned above, those program descriptions submitted directly from districts each year were given to State Department of Education staff for verification or rejection. Likewise, those programs recommended by State Department of Education personnel were submitted to local district superintendents for their approval or rejection. (Each district superintendent had the final authority to determine whether programs suggested for entry from his district enter the Share Collection.)

This process of giving both SDE and LEA personnel the dual roles of "identification-rejection" created a kind of "check-and-balance" system whereby neither group acquired total authority in the selection process.

Writing up the Programs:

For the first two editions of Share, a form including all items needed to write-up each program in a consistent format was sent to each district contact person responsible for a program entering the collection. For the third and fourth editions, copies of this same form (called "Lookout for Promising Practices") were distributed to district "Share coordinators" at the regional meetings. These "Lookout" forms were used by the "coordinators" to engineer the entire Share submission process. (A copy of the form appears in Appendix D).

Drafts of all program write-ups submitted to the school districts were checked and edited by both districts and department staff to insure balance, accuracy, and interest.

Policy on Re-appearing Entries:

No restriction was placed on the number of years any program entry could appear in the collection from 1976 to 1978. However, in 1978 a new policy for re-appearing entries was instated, as follows: "a full page description of a Share entry will appear in

in print only the first year it is included; if it appears in Share during the next two years, it will only be listed, with a reference to the printed description from the first year and to the Share program contact person for further information. The life span of a Share entry is three years; after appearing in Share for three consecutive years, a Share entry is automatically deleted from the collection."

Indexing Entries:

An index of Share entries by school district appeared at the back of the collection for the first time in 1980. This index lists all program entries (both new and re-appearing), by school district.

Distribution of the Collection:

Five hundred copies of the first official (1976) edition of Share were printed and distributed to school district, state agency, and university staff through mail-out and various workshops. The number of copies printed was doubled to 1000 in 1977 and 1978-79. Copies of these two editions were distributed to school districts in a series of regional distribution workshops for district Share coordinators.

The first edition to be distributed to every school in the state was the 1980 edition. There were 2000 copies printed for this purpose, in response to repeated school district requests for copies of the collection to be placed in their school libraries. These copies were distributed at regional workshops where district Share coordinators were given distribution utilization guidelines. A copy of these guidelines, in addition to an outline of program content for this workshop, appears in Appendix E.

Users of the Collection:

Users of the collection from 1975-80 have included district level directors of instruction, programs for the handicapped, and federal programs; curriculum specialists; district and school librarians; principals; teachers, State Department of Education and other education-related agency staff; and higher education staff and students.

Uses of the Collection:

Over time, Share has been used effectively in varied ways, including:

- Meeting identified local needs
- Writing proposals for federal funds
- Developing or adapting programs and materials

- Planning for staff development
- Improving inter- and intra-district communications
- Sharing ideas, materials, and techniques
- Reading about how districts or schools addressed similar problems
- Visiting and examining other district programs which meet identified needs
- Studying multiple approaches to implementing one particular kind of program
- Providing a new source for positive public relations

The SHARE ITV Production:

This local programs collection has been expanded into an even broader dissemination tool by developing an ITV production around it. This television production was developed cooperatively by the Products Center, the Office of ITV, and the ETV network, upon recommendations by the department and the local school districts. In this case, product expansion shows augmentation of a printed product through the use of audio-visual media.

The Share ITV production was developed to advertise to South Carolina educators the purpose and contents of the Share collection and was geared to both teachers and administrators. Through this television production, South Carolina educators would visualize the ideas supporting many of the Share programs, scan components of the programs in action, and determine particular programs to visit to glean ideas for developing similar programs or approaching similar problems. Three Share programs were featured in the ITV production, which was aired during faculty inservice times around 3:30 p.m. so that both teachers and administrators could view them.

Catalyst:

To address current statewide educational issues, the unit also developed a series of state-of-the-art reports entitled Catalyst. Each Catalyst was an in-depth analysis of a current issue, written cooperatively with SDE specialists and selected local school district staff.

Catalyst publications were published on a periodic basis, contingent on the surfacing of statewide programs or approaches which treat a particular need or issue. The need for this kind of product was realized when topics of requests being processed through the ERIC system were frequently repeated - an indication of similar problem areas in more than one school district of the state. The development of this product was a natural response.

Catalyst provided the reader an opportunity to examine issues of statewide interest through a number of perspectives: current research findings, comparative experiences of local school district programs, and the experience and philosophy of college and university personnel, as well as of state and national consultants.

Choice of those information need areas to which the first editions of Catalyst were targeted was based on:

- Frequent topics of ERIC requests
- The results of a statewide information needs survey submitted to approximately 150 local school district personnel (superintendents, directors of instruction, and federal programs coordinators)
- Informal feedback from SDE personnel
- Areas of major emphasis of federal, state, and local program implementation
- Major objectives of the State Five-year Plan

Involvement with another department office was significant in the writing of the second edition of Catalyst addressing "the gifted and talented." The department consultant for gifted and talented in the Office of General Education assisted in the selection and compilation of the information in this edition.

Another edition of Catalyst was also developed to address the effects of class size on student achievement.

Current Issues Packages:

A variation of this state-of-the-art product was a series of "current issues" packages also addressing critical statewide educational issues. These "current issues" information packages were a more expedient tool to address the same information needs as Catalyst, in that they contain only annotations of selected ERIC material and other literature. Like Catalyst, these annotated packages were developed cooperatively by the Products Center, other SDE and selected school district staff.

A series of "current issues" packages addressing area of critical interest to varied "user audiences" statewide was published each year. Each package contained only brief summaries of ERIC documents and other major information sources. The intent of the "current issues" package concept was to provide an information package which served the needs of more than one requestor and can thus be printed for mass distribution to any appropriate audience, including teachers, administrators, and consultants. After initial dissemination of these packages, repeated requests have come from SDE and school district staff requesting copies of the packages and full-text copies of materials cited in the packages. These packages have addressed such issues as:

- Discipline in the schools
- Citizens' advisory councils for education
- Parent involvement in education
- Middle school program planning

Other department offices were extensively involved in content selection for the "current issues" package on parent involvement in education. The parent education consultant from the Office of General Education logically provided the heaviest input.

The Annotated Listing of SDE publications has been published annually since 1976. It is an annotated bibliography, in addition to a listing of availability sources, for major publications issued from the department each year. Publications listed in the first two editions were grouped into sections according to SDE offices.

During FY 1979-80, publications in the Annotated Listing were grouped into sections headed by appropriate descriptor terms. This indexing method facilitated the reader's search for relevant publications according to topic. In addition, an institution index at the rear of this year's edition enabled the reader to locate every publication in the listing by the publishing office/section.

Technical assistance services in the development of department publications and audio-visual materials are included in the Guidebook for Developing Publication and Audio-visual Materials (Appendix G). This guidebook outlines procedures and services available in the original writing or revision of department publications and audio-visual materials (including ITV/Radio scripts and spot announcements). It was based on previous experiences in collaborating with department staff requesting assistance.

2.2.4 Production

The Production Component of the Education Products Center, an integral component of the dissemination program, contributed to and enhanced the delivery of information to educators by maintaining capable, efficient production of and quality control over those educational products which originated within the Department of Education. The component provided technical assistance to department offices in the production of all forms of media communications through graphics, typesetting, editorial services, and the coordination of dissemination activities through professional assistance in the production and distribution of products. A vital role played by the section in the initial stage of the dissemination building program was the maintenance of the Annotated Listing of South Carolina Department of Education Publications. The listing, initially developed by the Linkage/Product Development Unit, was the basis for the Filing and Indexing System which evolved into an organized mechanism used by local school districts to file and index Department of Education and local district publications and products.

Specific Dissemination Functions:

The specific dissemination functions of the production component included the technical assistance services in the

following domains:

A. Editorial Services:

- Written materials edited for technical and grammatical consistency.
- Written materials proofread for technical, mechanical, and grammatical errors.
- From collection of data, research materials, and general information, produce manuscripts, pamphlets, brochures and leaflets.
- Consultant services provided to districts in fulfilling packaging requirements for the exportation of Title IV-C Projects.

B. Graphic Services:

- Covers for any kind of product.
- Illustrations for any kind of product.
- Photographs for publications or slide/tape presentations
- Designs (formats) for any kind of products.
- Technical assistance is available for the preparation of printing specifications and would include:
  a. Selection of paper(s)
  b. Selection on ink(s)
  c. Determination of design (format)
  d. Marking copy for typesetting (character style, point size, leading, line length)
  e. Determination of appropriate binding method
- Overhead transparencies
- Maps
- Bulletins
- Cost estimates
- Consultant services to districts in fulfilling packaging requirements for the exportation of Title IV-C projects.

C. Typesetting Services:

- Typewritten copy typeset for printing.
- Typewritten or typeset copy can be proofed for technical, mechanical, and grammatical accuracy and consistency.

D. Distribution Services:

- Publications collated and/or bound
- Mailing lists for distribution maintained
- Bulk mailing

0(81

E. Specific Service - compilation, production, and dissemination of the School Directory.

The provision of technical assistance by this component in the production of educational products has since 1975 encompassed the editorial, typesetting, and graphics domains, as well as consultant services in all three areas. The typesetting function has, over the years, been greatly enhanced by the purchase of an IBM MT/ST system; however, with the advancement of technology, the increased demands placed upon the equipment, and the resulting gradual deterioration of the machines, the system is no longer adequate to meet continually growing needs. For that reason, a major effort was undertaken by center management to replace the present system with equipment which is more up-to-date and capable of handling heavier workloads and providing previously unavailable typesetting applications. After considerable investigation, the center developed a proposal for new equipment, specifying required system capabilities, and submitted and received approval to purchase such a system.

During the five-year porject period, the production component provided technical assistance in the completion of 1,001 projects/products/publications. Of this total, 132 were completed during the first project year (1975-76) and 169 during the second project year (1976-77). Record keeping procedures changed in the third year of funding, and user statistics were compiled differently in order to document more specifically which requestors received what services. These statistics are presented in Appendix H, and they reflect very clearly the continual increase in the number of requests for technical assistance. Of particular note is the introduction of a need for services by the State Superintendent of Education, as well as his administrative staff, during the third quarter of the fourth year (Phase IV 1978-79); this area of new involvement occurred at the point at which the current state superintendent took office.

During the last three years of the dissemination program, the component completed the production of 700 projects.

Agency/Office Requesting Assistance	Total Projects
Office of General Education	86
Office of Federal Programs	75
Office of Research	103
Office of Vocational Education	50
Office of School Food Services	31
Office of Technical Assistance and Surveys	53
Office of Personnel	13
Education Data Center	7
Office of Public Information	26
Office of Teacher Education and Certification	10
Education Products Center	76
Office of Planning	25
Office of Adult Education	18
Office of Instructional Television and Radio	1
Office of Transportation	12
Office of School Planning and Building	1
Office of Programs for the Handicapped	41
Office of Finance	25
State Superintendent of Education	25
Deputy Superintendents	6
Associate Superintendents	2
Textbooks and AV Library	1
Educational Improvement Task Force	2
Lexington #3	2
State Government	1
Technical and Comprehensive Education	1
South Carolina Retirement System	2
Education Related Organizations	4
State Board	1
TOTAL	700

Component activities also encompassed the distribution of more than 79,855 copies of 97 major departmental publications. Of special note was the development of a mechanized distribution file comprised of the state superintendent's eighty-six (86) "Crusade for Better Education" committee members.

In keeping with its distribution activities, the Production component has two additional major responsibilities: (1) the maintenance of the mailing files and production of the annual publication, Directory of South Carolina Schools and (2) distribution of department publications to the following major depositories for perpetual access:

South Carolina State Library	2 copies
Library of Congress	2 copies
ERIC	1 copy
Resources Room	1 copy

Established departmental policies and procedures for the distri- of publications have contributed significantly to the growth of the Center's comprehensive resource base which is maintained by the Information Resources Component. A major depository, in addition to those listed above was established in one university. A revision to existing policy was proposed by program staff in order to add the University of South Carolina Education Museum as an additional perpetual accession point. The museum has been provided with a substantial number of copies of publications already housed at the State Library and in the Library of Congress. This additional depository added greatly to the expansion of the comprehensive information resources base.

2.3 Major Dissemination Program Activities

2.3.1 Phase I: 1975-76

Goal I: To increase services

During Phase I of building dissemination capacity, the Education Products Center focused its efforts on increasing services to user audiences and an increasing audience awareness of services available. The following objectives and activities were pursued during Phase I.

Objective 1.0: To continue the district representative concept with major emphasis being placed on having districts designate a liaison person to act as coordinator for activities between the EPC and school districts.

Rationale:

The development of a coordinated communications network departmentwide and statewide project staff determined that the most vital link in such a network was the district representative.

Activities:

1.1 Organize a communication network between school districts, institutions of higher education, and EPC.

1.2 Evaluate input from districts related to EPC services to districts.

Description of Accomplishments:

The district representative concept was established to link identified user audience to needed resources and services. EPC/ERIC representatives were designated from local school districts, the Department of Education, colleges and universities, and education-related agencies and organizations. There were:

- 114 designated in local school districts;
- 20 designated in college and universities;
- 5 designated in agencies and organizations;
- 43 designated in the Department of Education.

The identified user audiences through the designated EPC/ERIC representatives became more informed and involved in the available dissemination program services. Subsequently, a multi-way information exchange was established and strengthened between the Center and its user audiences with respect to communications and request negotiations. The execution of these two processes clearly and effectively provided a base for other dissemination processes.

Objective 2.0: To continue the EPC workshop series in order to inform school district decision makers of products produced in the Division of Administration and Planning.

Rationale:

To increase services to user audiences and inform district decision makers of available products, project staff determined that regional workshops, would help establish a communication network between state and local agencies, help establish a linkage mechanism through which relevant information and data could be made more accessible to LEA's and help facilitate the exchange of ideas.

Activities:

2.1 Coordinate workshop activities in order to support activities planned by other offices in the State Department of Education.

2.2 Coordinate activities of three scheduled workshops: a) ERIC, b) Basic Educational Data System, and c) Testing.

Description of Accomplishments:

Three series of regional workshops with five workshops in each series were held. These workshops were directed toward an audience of EPC representatives in the local school districts and in colleges, universities, and education-related state agencies.

The three series of workshops dealt with ERIC, Basic Educational Data System (BEDS), and Testing. Each series consisted of four regional workshops throughout the state and a fifth workshop for staff from colleges, universities, and education-related agencies.

The first workshop, held in November 1975, provided information for program alternatives including ERIC. Fifty-one representatives from forty-six local school districts attended the four regional workshops. Thirteen attendees, representing twelve institutions of higher education and education-related state agencies, participated

in the fifth workshop.

The second series of workshops, held in February 1976, dealt with the Basic Educational Data System (BEDS) reports sent to local school districts and uses of the BEDS reports in school accreditation, preparation of district profiles and responses to information requests by SEA staff and district attendees.

The third and last series of regional workshops focused on the utilization of data generated from the Statewide Testing Program.

Objective 3.0: To work with ITV to develop a process for disseminating information available from the Education Products Center through television media.

Rationale:

To build support among educators at the district level and promote their development, both attitudinal and practical, in data utilization, project staff focused on the utilization of previously established information delivery system, the Office of Instructional Television (ITV) in the Department of Education and the South Carolina Educational Television Network (ETV).

Activities:

3.1 Develop system to inform districts of the purpose of the programs in order to elicit their participation.

3.2 Coordinate production activities with ITV.

Description of Accomplishments:

Procedures for development and production of four television programs of approximately 25 minutes in duration and approximately 25 1-3 minute television spots were established in a Memorandum of Agreement between EPC and ITV. Specifically, ITV agreed to assume responsibility for video-taping, scheduling broadcast, broadcasting and providing technical staff and facilities required for production through their existing mechanism and relationship with ETV. EPC agreed to provide a liaison staff member to coordinate with ETV the production of programs as developed and scripted by EPC staff. EPC also assumed responsibility for production costs of tape and any additional talent necessary for production.

Four 25 minute television programs were developed to identify district needs for information:

"Overview of EPC-What's In It For Me?"
"Alternatives for Decision Makers"
"Utilization of the BEDS Reports"
"Utilization of Statewide Testing Data"

District representatives participated in videotaped programs which dealt with specific data utilization in actual district situations.

The four programs were broadcast on open circuits and on one closed circuit which were received in 809 (out of a total 1,101) public schools. Each program was broadcast a minimum of four times during a time block set aside for telecasting staff development material for teachers and school administrators. A schedule of broadcast times were sent by ITV to each school in advance.

Objective 4.0: To provide for inter-district visitation to allow districts to exchange techniques for using information, resources, and data to be utilized in problem-solving and program-planning.

Rationale:

Prior to project funding, five school districts in South Carolina expressed to the Education Products Center a concern about more effective utilization of available information and data. Through an agreement between EPC and the Office of Technical Assistance, these five districts (Barnwell 45, Colleton County, Kershaw County, Laurens 55, and Lee County) were offered the services of two consulting firms to help them address this issue.

Activities:

4.1 Promote inter-district sharing, communication, and cooperation in information utilization for decision-making.

4.2 Develop an information filing and indexing system with local-state compatibility.

Description of Accomplishments:

The major recommendation to all five districts was that, in order to make maximum use of available information, each district needed to set up a systematic procedure for the cataloging, filing, storage, and retrieval of information received. When implemented, this system would provide ready and easy access to all information available at the district level appropriate for management decision-making. It was also recommended that the State Department of Education (specifically EPC) assist the districts in setting up this filing and indexing system (FIS), that EPC set up a similar system in the state information center, and that the two systems be coordinated and adaptable to each other.

Project staff visited each of the five pilot districts in September 1975. Without exception, management-level personnel in each district agreed to make a commitment to work with EPC staff in an effort to design and implement the FIS. Activities during the

Oc 67

period October 1975-March 1976 were directed toward assessing various altenatives for the FIS, discussing these alternatives for the FIS, discussing these alternatives with the districts involved, and developing an annotated listing of products in a format which would lend itself to their subsequent coding, filing, indexing and retrieval.

Project staff also recognized the need for the development of a process for (1) identifying local district personnel willing to serve as resource consultants and (2) identifying a mechanism which would facilitate an exchange of information between these district consultants and requesters. Subsequently, the idea of a referral system was conceived, whereby district personnel would serve on a "standing" referral basis in inter-district sharing activities.

Objective 5.0: To develop a mechanism to coordinate the compilation of an annotated listing of all products produced in the Department showing location of products and how they can be accessed.

Rationale:

Because there were a great number of publications and products produced within the Department of Education, of which some districts - and even some Department offices-were unaware, project staff recognized a definite need for establishing a master list of all such products and publications. Such a list would not only help Department and district personnel identify needed products, but also would help eliminate duplication of products. In order to meet the objectives, the following activities were proposed:

Activities:

5.1 Establish a mechanism for developing an annotated listing.

5.2 Coordinate the development of an annotated bibliography of all SDE publications.

5.3 Publish and distribute an annotated listing statewide.

Description of Accomplishments:

The decision was made that those items which would appear in the annotated listing would include all products produced by any State Department of Education office that were not excluded by one of the following stipulations:

- Fewer than 100 copies of the document are produced
- The subject matter of the document becomes obsolete at a specific time. (Examples: conference agendas and announcements of meetings)

- The document is prepared at the request of single district, pertains only to that district, and is intended for use by that district alone.

Additionally, audiovisual presentations intended for statewide distribution would be incorporated under this definition of publication, and the directors of department offices could request that publications which did not meet all requirements of the above definition be included in the annotated listing. Recognizing that it would be virtually impossible to include all SDE publications which had been developed since the beginning of FY 1975 and to add those publications which would be forthcoming in future years as they appeared, procedures were approved and implemented for developing and maintaining this listing and included the following:

> The developing office must forward six copies of a publication, along with an Annotated Entry form, to the Education Products Center which will distribute two copies to the South Carolina State Library and two copies to the Library of Congress and one copy to ERIC and will maintain one copy in-house.

It became the responsibility of EPC, on a semi-annual basis, to compile and revise a master Annotated Listing of all Department of Education Publications for distribution to district personnel, Department personnel, state agency heads, and deans of teacher training institutions.

Objective 6.0: To continue the development and expansion of the Share Collection and Catalyst publications.

Rationale:

Share and Catalyst are both products which were developed as a result of direct and indirect requests from districts for these kinds of products. As a collection of "promising practices" or exemplary programs now in operation in South Carolina school districts and individual schools, Share recognizes effective educational and administrative practices and the people responsible for making them successful. It also helps educators share their ideas and encourages them to study alternative approaches to problems.

Catalyst is a form of state-of-the-art report, each of which addresses a critical statewide topic area, providing practical alternative approaches by which the critical issue or problem may be addressed.

Activities:

6.1 Continue development and modification of content and format of Share and Catalyst publications.

6.2 Produce and distribute products.

6.3 Develop and administer evaluation instruments to determine effectiveness of both publications.

Description of Accomplishments:

The Share collection was piloted in April 1975 to determine its usefulness as an exchange of ideas among districts. This met with enthusiasm beyond expectation. The positive response to this pilot edition resulted in the development of the first official collection which was published and distributed to 67 State Department of Education personnel and 347 South Carolina school district personnel in late February 1976. This collection contains 87 program descriptions. Major emphasis for this initial edition was on curriculum with 13 categories.

Choice of the topic for the first edition of Catalyst (published in October 1975) was based on (1) frequent topics of ERIC requests, (2) the results of an information needs inventory submitted to approximately 150 local school district personnel (superintendents, directors of instruction, and federal program coordinators), and (3) informal feedback from SDE personnel. These three "information needs sensing processes" revealed needs assessment as the topic of most critical interest statewide at that time. This was the subject of the first Catalyst.

Results of the "information needs sensing" process revealed programs and approaches for gifted and talented as the topic of most critical statewide interest. This became the topic for the second Catalyst. In-depth assistance from the SDE Curriculum Development Section's Consultant for Gifted and Talented was provided in the selection of materials to be summarized in this Catalyst.

Objective 7.0: To initiate the periodic publication of an EPC bulletin which describes those products published by EPC, those services provided by EPC, and dissemination activities initiated by EPC.

Rationale:

In support of the first year goal to increase services to user audiences, project staff recognized the need to develop and publish an awareness bulletin which presented descriptions of project services, activities and products.

Activities:

7.1 Develop, produce and distribute an EPC Awareness Bulletin.

Description of Accomplishments:

The EPC Awareness bulletin was developed, produced and distributed to the identified user audiences. It described the organi-

zation of the Education Products Center, expansion of services, linkage activities, ETV production, workshop activities, Share, and efforts to identify all Department publications in the Annotated Listing.

Objective 8.0: To provide upon request, based on available resources, technical services to the Department of Education in the production and delivery of products utilizing communication and multimedia devices. Also, to maintain a delivery/distribution system for products produced in the Division of Administration and Planning and other division as requested.

Rationale:

To support the first-year goal to increase services to user audiences, project staff recognized that the Department of Education was a major user audience for increasing Center services.

Activities:

8.1 Draft and/or edit original manuscripts.

8.2 Machine produce camera-ready copy.

8.3 Provide graphic assistance.

8.4 Distribute finished products.

Description of Accomplishments:

Technical assistance was provided in the development and/or completion of the following major products:

- ITV production full-time graphics staff member to coordinate all production activities and to act as the liaison between ETV and EPC.
- Annotated Listing
- Share: A full-time resources staff writer participated actively in the development of this EPC product, and total production services were provided in the completion of this document.
- Catalyst: A graphics staff member and resources staff writer participated in the development of this product.
- EPC Bulletin
- South Carolina Schools Directory

Objective 9.0: To establish and maintain information and data linkage to school districts through appropriate offices within the department.

Rationale:

To increase services, project staff recognized the need of coordinate department dissemination efforts, lessen duplication of efforts, and strengthen and unify services which the department could provide to districts.

Activities:

9.1 Identify appropriate department offices with continuous and direct contact with school districts.

9.2 Meet with appropriate offices to explain current EPC activities and services and obtain commitments in designating office liaison persons to EPC.

9.3 Meet with designated liaison to explain EPC services.

9.4 Provide necessary information and materials for liaison persons to effectively communicate EPC services to school districts.

Description of Accomplishments:

Department offices with continuous and direct contact with school districts were identified. EPC personnel met with the appropriate offices to request participation in EPC projects and obtained commitments from office contact persons to assist in such projects as Share and Catalyst, workshops, and ITV productions.

The participating offices were: Office of Federal Programs, Office of Programs for the Handicapped, Office of General Education, Office of Research, Office of Technical Assistance/Surveys, Educational Data Center, Office of Instructional Television, and Office of Vocational Education. The fact that appropriate offices actively participated in several EPC projects was a positive indication of their commitment to the development of information and data linkage with school districts.

Objective 10.0: To develop, operate, and maintain a visitation program for educational practitioners from other states.

Rationale:

The purpose of EPC's visitation program has been to provide educational practitioners from other states an opportunity to observe first hand South Carolina's Dissemination Capacity Building Project.

Activities:

10.1 Prepare a schedule of major activities to be observed by visitors.

10.2 Prepare an information packet for each visitor, reflecting planned and current EPC activities.

10.3 Establish a list of frequent questions asked by visitors regarding unit/section/center activities.

10.4 Evaluate visitation program.

Description of Accomplishments:

A schedule of activities to be observed by visitors, geared to their specific needs, was prepared for each visitation. Upon arrival, the visitors were introduced to the Chief Supervisor of the Resources Section, who outlined the framework of the project, discussed the contents of the information packet, and determined the visitors' key concern in visiting the Center. The remaining schedule of activities included meetings with the (Interim) Director of EPC and with the Deputy Seperintendent of Administration and Planning; viewing video-tape presentations prepared for ITV; and tours of all units of Resources and Production sections.

Information packets were prepared for all visitors and were distributed upon their arrival at EPC. These packets contained a copy of the South Carolina proposal, a letter of welcome from the State Superintendent of Education, visitation activities schedule, Overview of EPC, Major Functions, South Carolina Department of Education and EPC organizational charts, EPC Mission Statement, EPC Goals and Objectives, EPC Quarterly Progress Report, and examples of dissemination activities (Share, ITV, workshops).

A list of questions frequently asked by visitors was established. Examples of these questions are listed below:

- What steps are taken to process a request and who is your primary requester audience?
- How were the five pilot districts chosen?
- How are programs for the Share collection identified? Will other programs be added in the future?

2.3.2 Phase II: 1976-77

Goal II: To increase participation

The movement from increasing services to user audiences (Phase I) to increasing participation in the services and activities of the Center (Phase II) was a logical, direct expansion of EPC's first-year accomplishments. User participation in second-year

activities was defined as district response to invitations and/or opportunities to take part in activities and/or services made available through a centralized vehicle for delivery and utilization of information resources. The following objectives and activities were pursued during Phase II.

Objective 1.0: To continue to promote a system of inter-district sharing and communication among a network of ten target districts.

Rationale:

In program expansion efforts, five additional target districts were identified as non-participating districts and incorporated into the network. The major thrust was to continue to increase the dissemination skill level in the original five target districts and to encourage the development of basic dissemination skills in the non-participatory districts by promoting a system of sharing and communication within the network as a whole.

Activities:

1.1 Negotiate agreements with target districts

1.2 Complete implementation of the Filing and Indexing System

1.3 Hold two training workshops

1.4 Encourage participation by linkage teams

Description of Accomplishments:

A system of inter-district sharing and communication among a network of ten target districts was initiated. Five additional districts were selected and identified as non-participatory, based on the following criteria: none had ever used EPC services, contributed entries to Share, or attended any EPC meetings, workshops, or inservices sessions; and all were comprised of primarily "disadvantaged" populations. These factors contributed to their selection in order that the Education Products Center might address the subject of equal educational opportunity benefits to be derived from assisting these districts in building their dissemination capacity.

The filing and indexing system (FIS), which was conceived as a means for addressing the problem of storing, accessing, and retrieving the overwhelming amount of information accumulated in district offices, resulted from a study conducted by a private consultant firm in response to this need. The five target districts, which comprised the study group in the above mentioned study, agreed to pilot the FIS. They were instrumental in the selection of the NSBA codification system and served in an advisory capacity, providing continual feedback during all phases of FIS implementation. Four of

the five districts operationalized the FIS; the fifth district completed implementation by September 1977. This temporary delay was the result of a turnover in administrative staff within the school district. Variations in the filing and indexing systems implemented were reflected in the location of storage facilities, accession methods, and personnel responsible for the systems' operation.

The Education Products Center discovered that the dissemination team concept was not a practical reality. All too often the individuals involved in the district dissemination efforts were not functioning as a specifically designated "dissemination team"; instead, each was charged with isolated responsibilities related, in some measure, to a loosely organized dissemination concept. To attempt to force these individuals into a unified delivery system, rigid restrictions and alterations would unnecessarily be imposed on the already existing district communication systems. Therefore, EPC altered its direction in order to examine on-going district delivery networks and to identify natural "dissemination teams" already operating informally within the district structure. In so doing, EPC linkage agents worked with a heterogeneous grouping of district level contacts, comprised of administrative staff, building level representatives, and designated EPC representatives.

Two training workshop sessions were held for representatives from the ten target districts. In the first training session, the group was divided: the five non-participatory districts were given a basic awareness session on EPC and ERIC resources; the five assigned target districts participated in a brainstorming session and discussed what role EPC should play in the districts' dissemination efforts.

Brainstorming revealed that most of the ten districts recognized a need (1) to employ district level full- or part-time information specialists, and (2) to receive awareness materials from EPC for use in presenting to all district staff an understanding of available EPC resources and services.

Objective 2.0: To identify a target (geographical) area and identify and train educators from target area districts in dissemination skills.

Rationale:

Project staff recognized that continued emphasis be placed on inter-district sharing of information utilization techniques to provide for inter-district sharing and communication within a given geographical locale.

Activities:

2.1 Identify geographical area

2.2 Negotiate agreements

2.3 Conduct dissemination/utilization meetings

Description of Accomplishments:

The Midlands Area, comprised of 21 school districts, was identified as the geographical target area. This regional encompassed school districts in Richland, Lexington, Orangeburg, Clarendon, Calhoun, and Sumter counties. It was considered to be an excellent choice for a target area for several reasons. It was easily accessible to EPC. The districts included represented a cross-section of rural, suburban, and urban areas, as well as wealthy and disadvantaged populations. Additionally, most of the districts in the target area are close to a college or university facility, a fact which lent support to establishing a potential three-way linkage among district, EPC, and college or university.

Agreements outlining expected EPC/target area relationships were informally established with superintendents of the 21 target area districts.

Dissemination/utilization meetings were held with each of the 21 target area districts to examine (1) the kinds of dissemination efforts existing in each of the districts, and (2) individual needs for strengthening the diverse dissemination processes as they existed. Each meeting was attended by the EPC linkage agent, the EPC district representative, and other key district staff. Major weaknesses identified in many district dissemination "systems" during these discussions included: (1) lack of districtwide awareness of available EPC resources; (2) lack of a system for information sharing within the district from staff member of staff member. Subsequently, most of the target area districts chose to address these weaknesses through: (1) a districtwide awareness program supported by EPC/district in-service sessions addressing the retrieval and use of EPC resources; (2) implementation of FIS to increase the accessibility of incoming information to all district staff, rather than just the designated recipients. For example, a countywide in-service was held, using an already existing delivery system, for principals, program coordinators, librarians and teachers.

Objective 3.0: To place added emphasis on linkage with college and universities, professional organizations, and education-related state agencies.

Rationale:

Resulting from unsolicited interest voiced by several colleges, universities and technical schools in the identification of EPC representatives, EPC workshop activities, EPC/ITV production, and Share and Catalyst publications, the program staff determined that one thrust of second-year activities would include increased emphasis on linkage with institutions of higher education.

Activities:

3.1 Identify two target institutions and negotiate agreements

3.2 Conduct two ERIC usage mini-workshops, one at each target institution

3.3 Establish a mechanism through which districts provide input to colleges on critical district problem areas related to teacher training needs.

Description of Accomplishments:

By identifying two institutions of higher education, a concentrated emphasis was placed on solidifying this vital link in the coordinated communications effort. As a result, agreements were negotiated with the College of Charleston and the University of South Carolina.

Two mini-workshops were held on EPC/ERIC utilization.

The EPC/ERIC usage workshop established a mechanism through which the University of South Carolina and College of Charleston could more effectively strengthen their teacher training programs and provide technical assistance directly to local school districts. A master's field-based program at the University of South Carolina served as the vehicle to coordinate the district/college mechanism. Linking agents provided training and technical assistance to the enrollees of the graduate level professional development program.

Objective 4.0: To strengthen and further define the role of the EPC district representative

Rationale:

Because of increasing contributions by EPC representatives to such activities as workshops, ITV productions, and Share, project staff realized that this target audience provided a strong link in the development of a coordinated communications system.

Activities:

4.1 Develop an ERIC usage training module for use by EPC/ERIC representatives, district library staff and/or multi-media specialists.

4.2 Compile a profile describing characteristics of an effective EPC representative.

Description of Accomplishments:

To strengthen the role of the EPC district representative,

the ERIC Awareness Module was developed. A description of ERIC, procedures for submitting ERIC requests, retrieval and utilization of papercopy and microfiche, EPC services, interpretation of packages, and suggestions for use of materials on a local level were included in the module. The module was used in-house with ten target district representative groups during in-services. District representatives were encouraged to use the module on their own to aid in reaching more district personnel.

A statewide EPC/ERIC representatives' meeting was held to discuss their specific roles in acquiring and utilizing information at the district level.

Objective 5.0: To continue to promote the expansion of a department-wide system of information dissemination.

Rationale:

An evolving statewide dissemination network can only be achieved through coordinated department efforts. Duplicated or uncoordinated efforts across department office lines weaken dissemination services the department could provide to districts.

Activities:

5.1 Identify EPC contacts in key offices throughout the Department.

5.2 Conduct individual meetings with selected SDE offices.

Description of Accomplishments:

A memorandum was forwarded to all directors in the SDE, asking that they each appoint from one to three office contacts to whom EPC could address questions concerning Share, Catalyst, the Annotated Listing, ERIC, workshops, and dissemination activities. Seventeen directors responded by appointing 43 contacts in management level and consultant positions. Individual and small group meetings were held with 29 of the 43 contacts for purposes of discussion as well as preparing an inventory of critical issues which might be of potential interest statewide. In addition, presentations were made by the project staff at the Title IV-C technical assistance workshops held in four areas of the state by the Department's Office of Federal Programs. The presentations demonstrated the information which EPC can provide for use as background information in writing Title IV-C proposals. These presentations also demonstrated the support of the Office of Federal Programs in the use of research information from EPC in the writing of district Title IV-C proposals.

2.3.3 Phase III: 1977-78

Goal III: To increase application

The desired outcome in the development, operation and maintenance of a statewide and departmentwide coordinated communications network is the application of resources to specifically identified educational needs. Having established social foundations during Phases I and II by increasing services to users and increasing user awareness and participation, the ultimate effect of the dissemination program, in the opinion of program staff, was the application of requested resources to the identified needs of users. The following objectives and activities were pursued during Phase III.

Objective 1.0: To formalize appropriate mechanisms for EPC services through the identification of existing district communication systems within the ten target districts and the twenty-one district target area.

Rationale:

In order to increase the application of resources to specifically identified user needs, program staff recognized that multiple kinds of information delivery systems existed within individual school districts, which could be coordinated.

Activities:

1.0 Explore potential mechanism to improve delivery of resources and services through on-going district delivery system.

2.0 Conduct a literature search to identify various models of district communication systems.

Description of Accomplishments:

In September 1977, a "search of the literature" was conducted to identify alternative models of district communication systems. A combination of hand searches, DLALOG, and consultation provided little information that dealt directly with such models.

By October 1977, the Products Center concluded that model development would be necessary. Accompanied by the Center's director, linkage agents visited selected target school district superintendents during the months of October through December. Discussion with these and other district superintendents led to the determination of the need for such a model. Comprehensive staff planning began in February 1978 to develop district profiles from which a generated communication/dissemination model applicable to South Carolina school districts would be developed.

Once planning had begun, a logical extension of the district model was seen to be the development of models appropriate to each of the Center's user audiences. The result was a working draft of a comprehensive statewide dissemination plan that encompasses communication/dissemination models for the (1) LEA, (2) SDE, (3) colleges

and universities, and (4) state and education-related agencies and organizations.

Objective 2.0: To continue the development of a coordinated statewide communication system through the identification of five additional target districts.

Rationale:

To extend the number of districts building coordinated communication systems, there was need to spread communication beyond the critical office level to the individual school building levels, including major channels to principals and media center librarians.

Activities:

2.1 Identify additional target districts which exhibit potential for further participation in dissemination activities.

2.2 Negotiate agreements with superintendents.

2.3 Conduct inservices/workshops for designated district personnel.

Description of Accomplishments:

Program staff identified five new target districts.

In each of the identified districts, the director of EPC and a linkage agent met with the superintendent and negotiated informal agreements outlining anticipated EPC/district relationships. Subsequently, each district superintendent appointed a district representative and linkage agents conducted several EPC/ERIC in-services on resources and services available to the district through the Center. The participants in these in-services included district central office staff, principals, and, frequently, librarians.

Additionally, school in-services were planned and delivered in various formats-some by linkage agents; others over closed-circuit TV; and still others by librarians. As part of the negotiated agreements, and as an aid in district resource retrieval, each of the districts requested and received EPC technical assistance in the implementation of the filing and indexing system (FIS).

EPC/district delivery systems and models were also discussed with superintendents and assistant superintendents in order to clarify how communications channeling and decision-making processes work in their respective districts.

Objective 3.0: To continue to promote a system of inter-district sharing and communication through previously established linkage tools.

Rationale:

To increase application of resources to specifically identified needs, program staff recognized the need to promote EPC linkage tools such as Filing and Indexing System, training and sharing workshops, in-depth information exchange, district referral system and the Share Collection.

Activities:

3.1 Implement FIS in target districts and the dissemination center of EPC.

3.2 Promote inter-district sharing through ITV/Share productions.

Description of Accomplishments:

The filing and indexing system (FIS), as one of the Center's linkage tools, was operated and updated regularly in eleven districts, with an additional nine installations anticipated by fall which included all five new target districts. District staff using the system shared techniques concerning its implementation, maintenance and operation with other school districts.

The utilization of the FIS as an information-sharing mechanism was further promoted through the assigning of FIS codes to all publications in the department's Annotated Listing.

To encourage school district utilization of Share programs and Catalyst publications addressing individual district needs, mini-workshops (with no more than twelve school districts participating in each workshop) were conducted. The workshops focused on:

- Alternative methods for disseminating Share and Catalyst within the districts;
- Potential users of both products; and
- Potential uses of both products to promote inter-district sharing through use of both Share and Catalyst.

The Share-ITV production was designed to promote inter-district visitation of Share programs. The Share logbooks of incoming visits have, in many districts, produced a record of visits from other school districts.

Objective 4.0: To continue the emphasis on linkage with colleges and universities, professional organizations, and state education-related agencies, with special consideration to be given to EPC/college-university/district/linkages.

Rationale:

In building dissemination capacity, all elements which contribute to a coordinated communication network needed to be strengthened and solidified.

Activities:

4.1 Conduct training workshops at two institutions of higher education.

4.2 Participate in teacher center network.

4.3 Conduct training workshops for colleges and universities, professional organizations and education-related agencies and organizations.

Description of Accomplishments:

A joint venture between the Education Products Center and the University of South Carolina's master's field-based program was established. A training workshop stimulated awareness of EPC services and resources for participants from the South Carolina Teacher Center Network. The Products Center served as the dissemination agent for any and all approved teacher centers within the state. Should any teacher center be funded within the state, the Products Center was responsible not only for disseminating teacher center developed information, but also for providing various services and resources to the centers.

Objective 5.0: To intensify the promotion of a departmentwide system of coordinated communications with special emphasis on strengthening EPC/district linkage through SDE personnel.

Rationale:

The Department of Education was a vital link in the coordinated communications network. Full collaboration and support needed to be realized among all of the SDE components which contributed to the network.

Activities:

5.1 Continued use of the established departmentwide communication network to encourage increased input and participation.

5.2 Create awareness of and commitment to the state dissemination thrust to the extent that consultants serve in an unofficial linkage capacity.

Description of Accomplishments:

The Education Products Center continued to respond to all departmental requests for information and for production and development assistance.

Departmental involvement in EPC dissemination activities showed significant growth this year in a number of other areas as well, including:

- Department selection of the three district Share programs featured in the Share-ITV production.

- Increased contributions by SDE offices to the Annotated Listing: a total of 200 entries (an increase of 100 percent over last year's 97 entries) from 15 of the department's 19 offices.

- Contributions by SDE offices both to the selection of timely topics for the new series of "current issues" packages, and to the development of content for them. These packages contain annotated listings of ERIC and department documents; the first two packages address the issues of "citizens advisory committees" and "parent involvement in education."

- Involvement of a number of department consultants in an unofficial linkage capacity, resulting in referral of district staff to our information services and in participation of EPC in several workshops sponsored by other SDE offices.

- The requirement by the Office of Federal Programs that all Title IV-C proposals be substantiated with documented findings from research studies and program reports; they recommend that such documentation be obtained from EPC's information resource base.

A significant cooperative venture was the formal agreement negotiated with the Office of Programs for the Handicapped designating the Products Center as the agent for their entire dissemination effort.

The expansion of the resource base strengthened the department-wide system of coordinated communications:

- The installation of FIS with local/state compatability into the Products Center indexing system.

- The coding, for inclusion in FIS, of all department publications in the Annotated Listing, and the housing of these copies in EPC's resource room.

- The installation of the DIALOG on-line retrieval system and the training of retrieval specialists in its operation.

Program staff presented three general awareness sessions about services and resources in response to requests from the following SDE offices: Research, General Education, and Programs for the Handicapped. Special purpose meetings requiring EPC participation focused on such activities as BEDS (Basic Educational Data System), Task Force activities, and Vocational Education planning sessions, and included workshops on "early childhood education" and "gifted and talented."

2.3.4 Phase IV: 1978-79

Goal: To Increase Regional Linkages

During Phase IV continued emphasis was placed upon expanding and strengthening foundations established in Phases I, II, and III. Project staff realized that the entire concept of a coordinated communications network was dependent upon the continuity of its successive thrusts. Therefore, those project activities identified in Phase IV represented not only those concepts which were tried and proven successful during the first three years of the project, but also new directions which would bring the project closer to achieving its long-range goal. The following objective and activities were pursued during Phase IV.

Objective 1.0: To develop and pilot the working draft of a statewide information dissemination plan.

Rationale:

In order to define and formalize the role of the Education Products Center as the coordinating dissemination agent for the Department of Education, program staff determined the necessity of guidelines for a statewide dissemination plan, including operational procedures in the management of four conceptual communication/dissemination models.

Activities:

1.1 Delineate the daily operations of the Center.

1.2 Develop and pilot four conceptual communication/dissemination models which would define the interface between the Center and its user audiences: local education agencies, State Department of Education, colleges and universities, and education-related agencies and organizations.

Description of Accomplishments:

The accomplishments of previous years (Phases I, II, and III) led to decision by program staff to incorporate those proven activities,

which all user audiences identified as being significant, into a state dissemination plan for the purpose of managing the statewide coordinated communications network. Initial development of the plan called for changing the fourth-year project goal from increasing regional linkages, to developing and piloting operational procedures in the management of four conceptual communication/dissemination models. This modification also called for identifying, reviewing, and analyzing those dissemination capacity-building activities supported by the Department of Education and requested by the user audiences, and the development of managerial procedures that would give guidance to the total operation of the coordinated communications network. The dissemination capacity building project activities identified and supported by the Department of Education included:

- Provision for adequate information resources.
- Development/production of Department of Education publications, products and special products addressing issues of statewide interest.
- Development and implementation of linkage mechanisms to provide two-way and multi-way exchanges of information.
- Development of statewide dissemination goals and objectives that support and facilitate the leadership and service functions of the Department of Education.

The provision for adequate information resources enabled the Products Center to expand its information resource base capabilities to include the addition of DIALOG on-line information retrieval services, the development of manual/computerized information files to adequately respond to any request by the user audiences, and managerial procedures to facilitate the operations of the information resource base files, including the expansion of the resource room for adequate storage of timely resource products. The expanded information resource base includes the following files:

- Publications File
- Promising Practices File
- Human Resources Referral File
- General Information File
- Subscription File
- Resource Room File

Additionally, the Education Products Center established and maintained contact with the Research and Development Exchange Network of the Appalachia Educational Laboratory, which included the National Center for Vocational Education and the Resource Referral Service located at Ohio State, and the State Library Network for interlibrary loan services, and coordinated dissemination of Department of Education publications/products. These expansions provided the Center with the comprehensive information resource base necessary to be responsive

to the information needs of any and all users through an established coordinated communications network.

The development/production of Department of Education publications/products of statewide interest evolved from the needs (1) of the Department of Education to increase the utilization of Department products; (2) of local school districts to identify promising or exemplary programs through which administrators and teachers may observe the application of specific teaching techniques; and (3) of the Education Products Center to support a statewide communications network by providing all users knowledge resources addressing issues of statewide educational interest. These concerns, addressed by the dissemination capacity building project during previous years' activities, were supported by the Department of Education through (1) established policy for the development and distribution of the Annotated Listing of South Carolina Department of Education Publications and the storage of these publications for periodic review by all user audiences; (2) SDE office support and cooperation in the identification, collection, and distribution of local promising or exemplary programs operating in school districts published annually in the SHARE Collection; and (3) current issues packages, requested by various department offices, which address issues of statewide interest.

The development and distribution of those publications/products supported by the Department of Education facilitated the establishment of formal linkages with the user audiences identified by the Education Products Center. Necessary communications were established between the user audiences and the Center via the linkage agents who worked with the user groups in the identification and acquisition of needed information resources. The linkage agents were then able to use these information products as tools to facilitate entry and the establishment of relationships to improve communications between the Center and the user audiences.

2.3.5 Phase V: 1979-80

Goal V: To Formalize Establishment of the Coordinated Communications Network

The dissemination capacity-building project initiated in 1975 was designed to expand and surpass those activities pursued in each preceding year. During Phases I-IV, dissemination capacity was established on the basis of identification of four primary user groups, and strengthen through the development of four conceptual communication/dissemination models. During Phase V program staff determined that the fifth and final year of the program would see the culmination of the long-range goal by pulling together the various elements of the dissemination effort into a comprehensive, cohesive whole. In finalizing the establishment of the coordinated communications network, the Products Center had several continuing concerns:

1. That the dissemination capacity built to date is not only maintained at its present level, but is also continually expanded;

2. That the awareness levels of all four user groups are continually increased;

3. That Center services receive maximum utilization by all four user groups;

4. That the linkage system is strengthened;

5. That the complementary/supplementary resource base concept be understood and implemented;

6. That evaluation of Center services and activities contributes to refining the current dissemination efforts; and

7. That dissemination capacity be recognized by and become an integral service function of the South Carolina Department of Education.

These continuing concerns were addressed during Phase V of capacity building through the following major activities:

Objective 1.0: To strengthen the administration of daily Center operations.

Rationale:

The Education Products Center recognized that the entire concept of a coordinated communications network was dependent upon the continuity of its successive thrusts. For that reason, emphasis was placed (in building dissemination capacity) upon expanding and strengthening foundations established during each phase of the program.

Activities:

1.1 Delineate specific functions and responsibilities of the three service dissemination components.

1.2 Strengthen provisions for information resources and technical assistance services.

1.3 Strengthen SDE/LEA efforts in the development and utilization of specific products.

Objective 2.0: To promote general awareness of EPC services and activities.

Rationale:

Awareness levels of user groups are extremely important in building dissemination capacity; for that reason, increasing audience awareness of services available was a major thrust during the first year of the program. However, it is not an issue to be addressed only once and thereafter neglected; instead it is an area requiring a high degree of maintenance. Without continual awareness efforts there is no way to maximize user group utilization of Center services.

Activities:

2.1 Publicize department policies and procedures which address the maintenance and publication of the Annotated Listing.

2.2 Conduct SDE staff workshops/inservices in order to acquaint SDE users with the procedure for the acquisition of dissemination program services.

Objective 3.0: To encourage maximum utilization of Center products, resources and services by each of the identified user groups.

Rationale:

In keeping with user audience awareness level, the Education Products Center was concerned with user groups making maximum utilization of services available. Any dissemination effort must, by its very nature, be service oriented; and in order to be a successful operation, maximum utilization must be made of resources and services provided.

Activities:

3.1 Encourage increased utilization of Share through the coordination of SDE consultants and supervisors in a series of Share submission/usage workshops.

3.2 Provide SDE personnel serving on task force committees with information resources pertaining to the fifteen department objectives.

Objective 4.0: To continually strengthen the linkage system.

Rationale:

The entire concept of a coordinated communications network is heavily dependent upon a strong linkage system. As the network continues to grow and expand, the effectiveness of the designated district representatives as linkage agents must be continually strengthened.

Activities:

4.1 Establish formal linkage with the Executive Planning Committee of the State Board of Education.

4.2 Continued maintenance of the human referral file.

Objective 5.0: To provide timely, accurate and valid information to all four user groups.

Rationale:

Dissemination research and experience shows that when an educational need does arise in the LEA, the person charged with alleviating the need seeks information in the closest possible proximity, in terms of both time and distance. Frequently, needed information is available to the requester within his/her own domain. But because of improper organization and lack of an information storage and retrieval system, he/she is not aware of its existence. For that reason, the Center had piloted, during previous project years, the filing and indexing system in target districts, with varying degrees of success. The purpose of this effort has been for the Center, where feasible, to assist the LEA with the establishment and maintenance of a local information resource unit with which LEA personnel can identify and relate.

Activities:

5.1 Develop a training system for the utilization of the Data Resource Base.

5.2 Introduce the district resource base concept to all target area districts.

Objective 6.0: To provide for the continuous evaluation of ongoing activities.

Rationale:

All Center services and activities are constantly undergoing assessment and evaluation in order that the current dissemination effort might be refined, expanded, and improved.

Activities:

6.1 Evaluate services to clientele and monitor the component's capability for responding to individual needs.

6.2 Develop a system for monitoring SDE/LEA utilization of the Share Collection.

Objective 7.0: To promote the internalization of the Center's dissemination effort as an integral service function in the South Carolina Department of Education.

Rationale:

Maximum implementation of the coordinated communications network is the Center's objective beyond the termination of project funding. However, implementation cannot be totally effected unless the concept of dissemination is accepted by the sponsoring SEA and is promoted as an integral service function within the SDE. This commitment to a continuous dissemination effort after project funding ends has been evidenced by top-level management staff in the South Carolina Department of Education through their approval of the following proposed goal statement: to provide, within the South Carolina Department of Education, a continuum of support services designed to facilitate and enhance the efforts of all functional components in the accomplishment of their assigned responsibilities.

Activities:

7.1 Modify the cooperative responsibilities of both OPH and EPC in order to increase coordination.

7.2 In conjunction with SDE top level management, finalize the direction dissemination efforts will take after the termination of project funding.

7.3 Finalize the comprehensive state plan for full implementation of the coordinated communications network in 1980-81.

Description of Accomplishments:

During Phase V the dissemination program operated without the services of a state information linking agent. Many of the areas of concern and activities were performed by the Chief Supervisor and/or Project Director. In addition the Project Director was transferred to another office prior to the termination of the Dissemination Capacity Building Project.

Recognizing the effects the lose of the State Information Linking agent and the project director had on the finalization of the coordinated communication network, program staff completed many of the activities by including them in some other continuing concern area. The seven continuing concerns and activities addressed during Phase V enhanced official integration of the dissemination effort within the Department of Education.

Specific elements within the information resource base considered essential to management needs were delineated; linkage strategies between the Center and the four identified user groups

were augmented; dissemination awareness levels among new and other potential users were strengthened; capabilities in increasing technical assistance in the development and production of publications/products were expanded; and dissemination goals and objectives to be considered by Department of Education officials were developed.

Increased information assistance to the South Carolina Board of Education, the South Carolina State Legislature, the Governor's Office, the South Carolina State Library, the South Carolina School Boards Association, and the South Carolina State Education Association, was encouraged. The inclusion of legislative and other government committees as users of information expanded the Center's dissemination capacity. Management agreements established have proven to be successful means of strengthening linkage with all user groups.

The linkage component, was designed to actively facilitate a multi-faceted flow of information to client groups with given needs for varying kinds of educational information identified the user groups, their needs, and characteristics, and those methodologies/strategies necessary to effect a responsive and relevant capacity to coordinate a communications network capable of interacting with these various groups. Successful strategies identified and maintained included active promotion of user group awareness, utilization, and application of services offered by the Education Products Center and the Department of Education. Linkage activities included in the dissemination capacity building projects have been, and continue to be, projected in terms of the four primary user groups.

3.0 DESCRIPTION OF PROGRAM UPON COMPLETION OF PROJECT

Sub-section 1.2 described the establishment of the dissemination program prior to 1975. The information presented below compares the dissemination program at the time of dissemination capacity building project funding (1975) and the dissemination program upon completion of the project.

Dissemination Program at time of project funding 1975	Dissemination Program Upon project completion 1980
. Had no formally established working relationships with other department offices.	. Drew up management agreements with the offices of Programs for the Handicapped, Research, Vocational Education, General Education, and Adult Education for the provision of specific dissemination services.
. Did not have access to an on-line retrieval system.	. Acquired DIALOG on-line retrieval capabilities in 1976 and have been using this system to respond to "quick turn-around" requests for four years.
. Did not have an original means to disseminate exemplary local program information within the state.	. Developed the Share Collection of exemplary local program information, which is published annually. The fifth edition is currently being developed.
. Did not have an indexed annotated catalog of available Department of Education publication	. Developed an annually published Annotated Listing of Department Publications indexed by topic and by publishing office. This listing has made department publications readily accessible.
. Did not have packages available on selected "high interest" topics for mass distribution to appropriate audiences.	. Developed "state-of-the-art" reports, called Catalyst, on critical statewide educational issues. Also developed "current issues packages" addressing issues of high interest to educator audiences in this state.

. Did not have a centralized location for all information resources and publications.	. Established a resource room; cataloged and housed all information resources and publications in this room.
. Did not have an adequate collection of microfiche readers or reader-printers.	. Purchased, housed, and made available to all requestors portable microfiche readers and an adequate reader-printer.
. Provided limited services to department staff in the development of needed publications by SDE offices.	. Established and are currently operating a service of technical assistance to SDE staff in the development of department publications.
. Provided no periodic regional workshops for school district staff statewide.	. Set up the provision of regional workshops to convey the availability and use potential of EPC information resources and services. These workshops have been conducted on an annual and sometimes semi-annual basis since 1975.
. Provided no technical assistance to school district staff in the development of district resource bases.	. Assisted a number of school districts in the implementation of district resource bases for staff usage districtwide.
. Provided limited service to department staff in the production of SDE publications.	. Established department policy and comprehensive technical assistance services to department staff in the production of SDE publications.

4.0 INSTITUTIONALIZATION

Institutionalization of the coordinated communications network was the Education Products Center's primary objectives during Phase V of the dissemination capacity building program. Although the Products Center recognized that successful accomplishment of program objectives and activities established a solid foundation for institutionalization, acceptance of the total concept of dissemination as in integral service function within the department must be promoted. Therefore the information presented below reflects institutionalization of the dissemination capacity building program supported by top-level management commitment of a continuous dissemination service within the South Carolina Department of Education.

1. Provide comprehensive information searches.
   - a. Provide information to all 15 task force committees engaged in pursuing the SDE's 15 major objectives.
   - b. Provide support information pertinent to the study of the Education Finance Act, Advisory Committees, Title IX, etc.
   - c. Improve the leadership services of the SDE.
   - d. Facilitate federal programs search of the literature requirements.
   - e. Identify National Diffusion Network validated programs.
2. Identify, collect, and distribute district promising programs.
   - a. Put alternative program information in the hands of SDE consultants for use in their work with districts.
   - b. Serve as the mechanism for disseminating exemplary/innovative programs.
   - c. Increase statewide awareness of exemplary/innovative programs.
   - d. Provide opportunities for inter-district sharing.

	e. Facilitate all educators' efforts to stay abreast of current educational issues affecting education in South Carolina
	f. Facilitate program planning and development processes.
3. Provide state-of-the-art reports.	Facilitate SDE consultants' efforts to provide in-depth studies to those audiences with such identified needs.
4. Prepare selective dissemination of information	Facilitate program-planning, probelm-solving, and decision-making activities at all levels.
5. Assist SDE personnel in the development of products (a) Content (b) Format (c) Marketability	a. Facilitate all educators' efforts to stay abreast of current educational issues affecting education in South Carolina.
	b. Contribute significantly to the best utilization of limited human and financial resources.
	c. Quality control
6. Facilitate SDE personnel access to and use of existing information resources.	Contribute significantly to the best utilization of limited human and financial resources.
7. Produce, package, and distribute any SDE product	Contribute significantly to the best utilization of limited human and financial resources.
8. Collect, compile, and publish SDE publications (a) Annotated Listing (b) Supt. Annual Report (c) Directory (d) Others	a. Facilitate all educators' efforts to stay abreast of current educational issues affecting education in South Carolina.
	b. Facilitate program planning and development processes for all user groups.

	c. Contribute significantly to the best utilization of limited human and financial resources.
9. Arrange and conduct district/regional workshops and/or inservices on information acquisition and utilization.	a. Facilitate school districts' efforts to improve decision-making, problem-solving, and program-planning. b. Facilitate SDE efforts to keep LEA's informed about SDE programs, federal regulations and requirements, etc. c. Promote a cooperative exchange between the SDE and LEA's.
10. Negotiate information requests (What does client really want-need?)	Provide information on any and all educational needs identified by requestors (regardless of domain).
11. Assist districts in developing local information system capabilities.	Provide districts assistance in developing autonomous capabilities for storing, accessing, and utilizing educational information.

The South Carolina Department of Education feels that the collaborative relationships established between the National Institute of Education and the South Carolina Dissemination Capacity Building Project have significantly enhanced and expanded comprehensive dissemination in South Carolina.

The commitments by the Department of Education through State appropriations of over $600,000.00 and those by the National Institute of Education of $526,589.00 attest to these collaborative relationships and to the importance of dissemination for the improvement of educational practice and equity in South Carolina.

The primary dissemination focus of the South Carolina dissemination capacity building project (during the five-year project period) has been the development, operation and maintenance of a coordinated communications network departmentwide and statewide. Implementation of the communications network, however, cannot be totally effected because of the reduction in funding to meet State Budget and Control Board seven percent (7%) reduction in staff.

Although the Department of Education through its Division of Administration and Planning is committed to a continuous dissemination effort beyond project funding, this seven percent (7%) reduction in staff (effective July 1, 1981) will have severe impact on the maintenance of a comprehensive dissemination service program.

5.0 EQUITY

The five-year goal of the dissemination program to develop, operate and maintain a coordinated communications network departmentwide and statewide was designed to serve the national goal of enhancing the equality of educational opportunities among women, racial minorities and the culturally and economically disadvantaged in urban and rural areas. Through the dissemination program expansion efforts, information resources and technical assistance services were provided to teachers of approximately 118,912 culturally and economically disadvantaged urban and rural students in 36 school districts designated as target area districts.

Some requests for information resources focused on:

- Curriculum and program planning for disadvantaged children with learning disabilities.
- Learning aids and instructional materials to work with disadvantaged children in remedial work.
- Information resources on sex stereotyping for use by guidance counselors in developing programs to help eliminate sexism in schools.
- How sex stereotyping and discrimination in curriculum planning affect students.
- Curriculum ideas for planning alternative programs for disadvantaged children.
- Eliminating sex stereotyping and sex bias in occupational training and vocational education.
- Identification and program planning for children in small rural counties where students are considered environmentally deprived.

Dissemination program services were coordinated through the Title IX Consultant within the Department of Education and Title IX coordinators in local school districts.

6.0 IMPACT OF PROGRAM ON IMPROVEMENT OF EDUCATIONAL PRACTICE

The impact of the dissemination program on the improvement of educational practice is not immediate and successful program expansion efforts must be filtered through various dissemination channels established during the five-year project period. It is through such channels of communications, beginning with the identification of need and ending, ultimately, with a response to that need, that information resources impact significantly on decision-making, problem-solving and program-planning processes which contribute to the improvement of educational practice.

The dissemination program established the Education Products Center identified influential actors within each user audience who were familiar with and had participated in the dissemination service program of the Education Products Center. These actors included: departmental directors, who entered into management agreements with the center for specific services to facilitate their office dissemination requirements; departmental consultants, who utilized the center's information resources in order to pursue the department's five-year plan of approved State Board of Education goals and objectives; local school district personnel, who expressed a need to improve the accessibility of available information resources within their respective districts; and college and university professors, who demonstrated, via teacher-based education programs, that the application of research and program information to specifically identified classroom situations can enhance and improve teaching techniques, thus improving desired student outcomes.

7.0 RESULTS AND BENEFITS

Although the Dissemination Program experienced a significant change in leadership during the initial and final phases of the project, the proposed objectives and activities implemented and accomplished by program staff established a coordinated communications network departmentwide and statewide.

7.1 Results

Specifically, the ERIC resource, the oldest service, was maintained and expanded; the development thrust was enhanced by the publication of an experimental product: the Share Collection of promising practice/programs; linkage provided a comprehensive approach to meeting user needs and coordinating center and department services in dissemination and utilization of information and data to consign a systematic, continuing nature to building dissemination capacity for local users. Production staff provided for expanded technical assistance services in the production of Department of Education publications.

Varied activities were planned and implemented, affording many opportunities for users to learn about continuing and expanded services of the center. Subjects and issues which were focused on these activities were developed from user input and resulted in topical programs and activities throughout the project period. Three such topics received attention in workshops and ITV tapes: ERIC, Basic Educational Data System (BEDS), and Statewide Testing Data. Additionally, there were opportunities for one-on-one dissemination services available through center linking agents, i.e., ERIC request negotiations, in-depth responses in program alternatives, statistical and measurement data, and ITV tape productions and telecasts. Content of products compiled by the Development Unit, i.e., a collection of local programs (Share) was also determined by the user audience and resulted from collaborative efforts among three groups: the Education Products Center (EPC), the State Department of Education (SDE), and Local Education Agencies (LEA).

The dissemination program enabled the Education Products Center to establish and maintain linkages with the Research and Development Exchange Network of the Appalachia Educational Laboratory, and the State Library Network for inter-library loan services and to coordinate development and dissemination of Department of Education publications/products.

7.2 Benefits

These expansions provided the center with a comprehensive information resource base necessary to be responsive to the information needs of any and all users through an established coordinated communications network by

assisting the Department of Education to increase the utilization of department produced products; local school districts to identify local promising or exemplary programs in which administrators and teachers may observe the application of specific teaching techniques; the Education Products Center to place in the hands of all users resources addressing issues of statewide educational interest.

Policies were established for the development and distribution of the Annotated Listing of Department of Education Publications and the storage of these publications for periodic review by all user audiences; the identification, collection and distribution of local promising or exemplary programs operating in school districts published annually in the Share Collection; and current issues packages requested by various department offices to address issues of statewide interest.

Benefits derived from the dissemination program through the development, operation and maintenance of a coordinated communication network included:

1. Provisions for processing requested information resources, including initial and follow-up requests.

2. Provisions for linkage services within the Department of Education which will provide leadership and services in assisting local school districts in developing dissemination capacity.

3. Provisions for a dissemination awareness program which will promote continued utilization of the dissemination service program.

4. Provisions for technical assistance in the development, production and distribution of Department of Education publications/products.

5. Provisions for technical assistance in the development and installation of appropriate local resource systems to meet immediate and long-range information needs of the Department of Education and local school districts.

APPENDICES

Appendix A

ORGANIZATION OF THE EDUCATION PRODUCTS CENTER

1975 - 76

1976 - 77

CHART I

ORGANIZATION OF EDUCATION PRODUCTS CENTER
1975 - 76

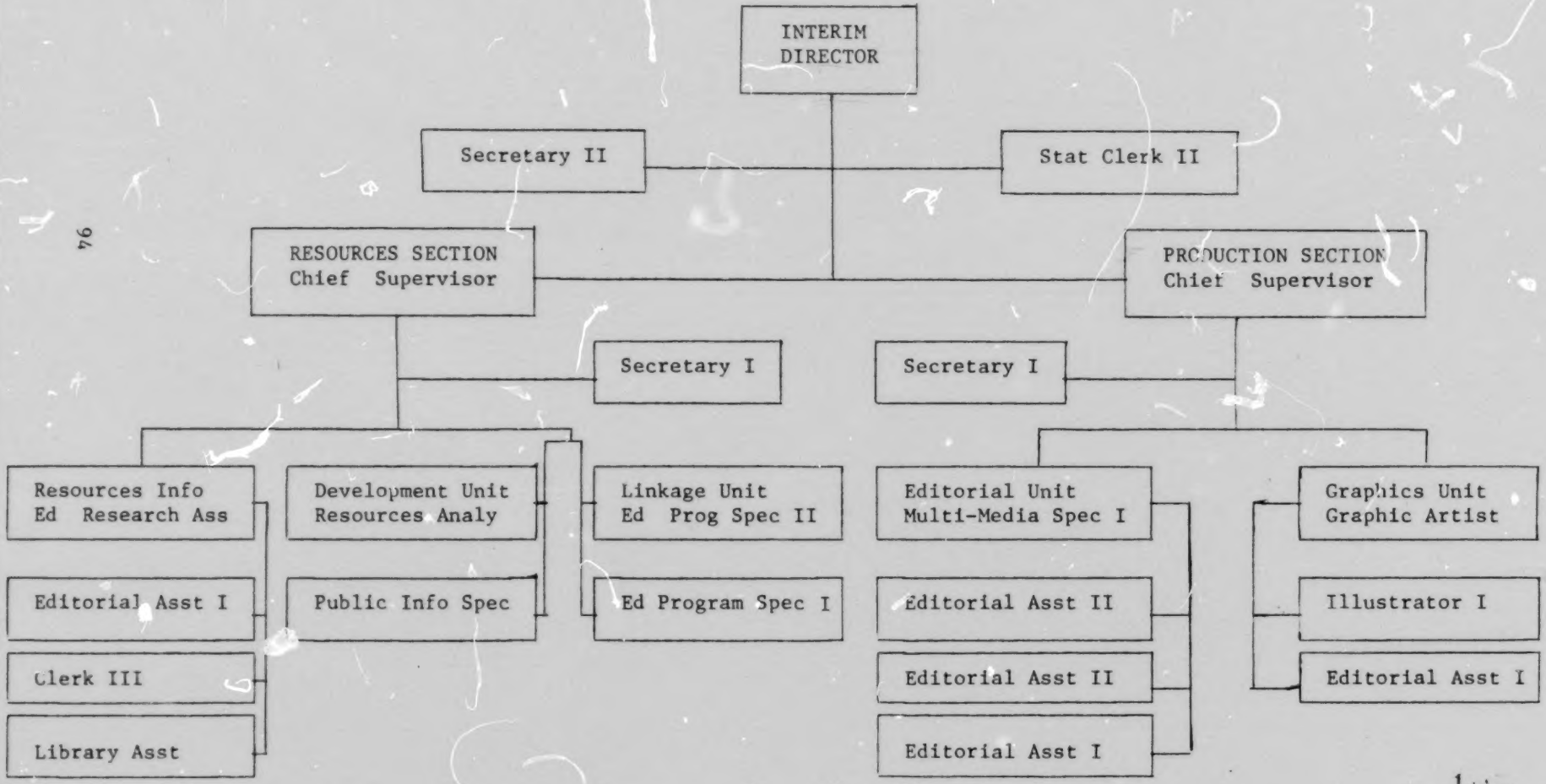
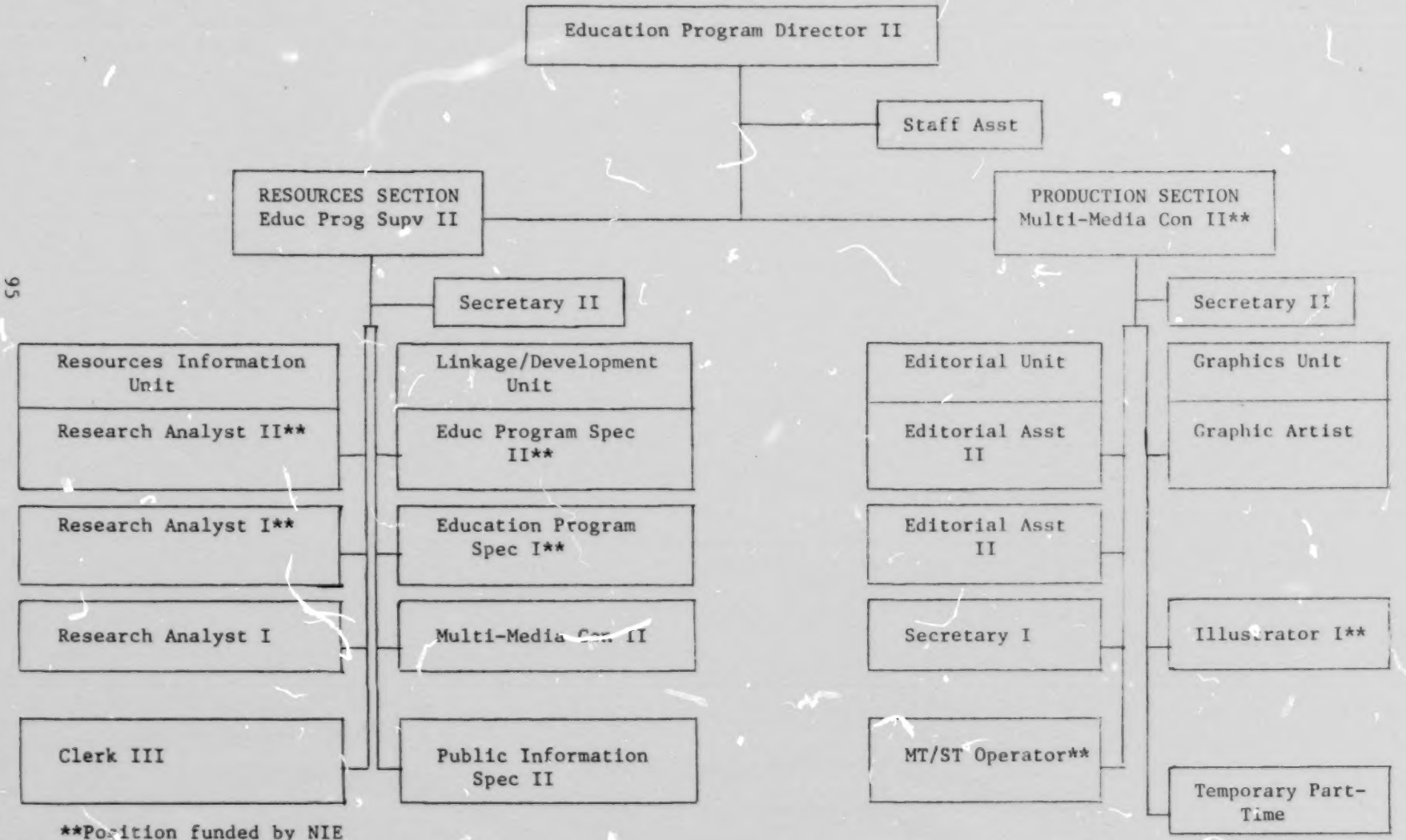


CHART II

ORGANIZATION OF EDUCATION PRODUCTS CENTER
1976 - 77



**Position funded by NIE

Appendix B

WORKSHOP EVALUATION CHECKLISTS

EPC NOVEMBER WORKSHOP
Evaluation Checklist

A. Please rate each component of this workshop as to its value and usefullness to you in your school district:

	Excellent	Good	Fair	Poor
1. Videotape--"What's In It For Me?"				
2. Acquisition and use of ERIC resources				
3. EPC Progress Report				
4. Group Discussion and exchange of ideas				
5. Overall evaluation of entire workshop				

B. Based on information gained in this workshop and prior experience, rate each of the following as to its potential value to your school district.

	Of Significant Value	Of Some Value	Of Little Value	Of No Value
ERIC				
SHARE Collection				
CATALYST Publications				
Local District Information System				
EPC Services, generally				

C. Role of EPC/ERIC Representative.

1. Are you an: _____ERIC Representative ____Both

_____EPC Representative ____Neither

2. How long have you served in this capacity?_____

3. Who designated you to serve in this role?_____

4. How effective do you feel you have been in promoting more productive utilization of information?

_____Very effective _____effective _____not very effective

5. Are you interested in continuing as an EPC and/or ERIC representative or would you prefer that someone else be designated for that responsibility?

_____like to continue _____Would prefer someone else

6. If given adequate training and resources, do you think you would ever be interested in supervising the implementation of a local information system in your district?

_____yes _____maybe _____no

7. What proportion of your assigned professional responsibilities is allocated to information utilization, if any _____(i.e., ¼ time, ½ time, etc.)

8. Do you feel it would be productive to your district to allocate more staff resources to information utilization?_____

9. Do you see the need for more contact with the EPC staff?_____

10. Estimate the amount of time per month you spend in your role as EPC and/or ERIC representative,_____hours.

D. Please use the space below and the back of this sheet to list any:

1. Specific strengths and weaknesses of this workshop

2. Suggestions for future workshops

3. Suggestions for improving EPC services.

EPC FEBRUARY WORKSHOPS
Evaluation Checklist

A. Please rate each component of this workshop as to its value and usefullness to you in your school district:

	Excellent	Good	Fair	Poor
1. Videotape: BEDS				
2. Uses of BEDS by Department Offices.				
3. EPC Progress Report				
4. Group Discussion and exchange of ideas				
5. Overall evaluation of entire workshop				

B. Based on information gained in this workshop and prior experiences, rate each of the following as to its potential value to your school district.

	Of Significant Value	Of Some Value	Of Little Value	Of No Value
BEDS Reports--Generally:				
(a) Standard Reports				
(b) Preliminary Analysis				
(c) State Reports/Summaries				
(d) Certification Reports				
(e) Diagnostic Reports				
SHARE Collections				
CATALYST Publication				
Local District Information System				
EPC Services, generally				

A QUESTIONNAIRE FOR EPC/ERIC REPRESENTATIVES

1. Are you an: ____ERIC Representative ____Both
   ____EPC Representative ____Neither
2. How long have you served in this capacity?_____
3. Who designated you to serve in this role?_____
4. What is your position in your school district?_____
5. Do you see the need for more contact with the EPC staff?_____
6. Can you think of any specific ways in which EPC has assisted your district with information resources, either through its workshops or by personal contact?_____If so, please list one or two examples of such assistance:

   _____

   _____

   _____
7. Please list any outstanding information need you perceive in your district at the present time._____

   _____

   _____
8. Please list any specific suggestions you might have for EPC to assist you in your responding to information needs._____

   _____

   _____
9. Estimate the amount of time per month you spend in your role as EPC and/or ERIC representative._____hours
10. If adequate time and personnel were available, how much time could profitably be spent in the area of information dissemination and utilization by a staff person in your district? _____hours/week

D. Please use the space below and the back of this sheet to list any:

   1. Specific strengths and weaknesses of this workshop
   2. Suggestions for future workshops
   3. Suggestions for improving EPC services

EPC APRIL WORKSHOPS
Evaluation Checklist

A. Please rate each component of this workshop as to its value and usefulness to you in your school district:

	Excellent	Good	Fair	Poor
1. Videotape				
2. "Statewide Testing Program Presentation"(Dr. Finch)				
3. "Test Data to Improve Instruction" Presentation				
4. EPC Reports (Progress Report and Wrapup)				
5. Group Discussion and Exchange of Ideas				
6. Overall Evaluation of Entire Workshop				

B. Questionnaire for EPC/ERIC Representatives

1. Are you an ____ERIC Representative ____Both
   ____EPC Representative ____Neither

2. How long have you served in this capacity?_____

3. Which of this year's EPC activities listed have you attended?

   ____September meeting in Columbia ____February Workshop (BEDS)
   ____November Workshop (ERIC) _x_ April Workshop

4. Which one of the workshops did you feel was most profitable?

   ____November ____February ____April Why?_____

5. If possible, name the one thing that EPC has done this year which you believe has been most useful? (This could include one part of a workshop, one ETV program, one ERIC search, the SHARE Collection, or a particular document or product which you have received.)

_____

_____

_____

6. Have you submitted a request for an ERIC search to EPC this year?
___yes ____no

7. Have any of the EPC services or activities this year resulted in any new programs or practices in your district that you know of?
____yes ____no If yes, explain:_____

_____

If no, do you foresee any results like this in the near future?
___yes ____no What kind?_____

_____

8. What is your position in your school district?_____

9. How effectively do you feel your district uses available information in making decisions?

____Very effectively ____Effectively ____Not very effectively

10. Do you think there is a need in your district for more decision-making based upon and supported by solid information and data?

____yes ____no ____Don't know

11. How effective do you feel you as an EPC or ERIC representative have been in promoting productive utilization of information?

____very effective ____Effective ____Not very effective

12. Are you interested in continuing as an EPC and/or ERIC representative or would you prefer that someone else be designated for that responsibility?

____Like to continue ____Undecided ____Would prefer someone else

13. If training sessions were avaliable from EPC to help you promote more productive use of information, how interested would you be in taking advantage of such training?
____very interested ____somewhat interested ____not very interested

14. If an EPC staff member were available to work with you in your district to help you find ways to promote utilization of information (for perhaps 3 hours, two or three times during the year), would you be interested in this kind of assistance?
____very interested ____somewhat interested ____not very interested

15. Most training sessions for "information specialists" attempt to develop one or more of the skills listed below. If EPC moves in the direction of training local information specialists, which of these skills should be emphasized? (check all that apply):

____Conflict management
____problem solving
____decision-making
____communication (e.g., increasing in-district awareness of information resources)
____evaluation
____long-range planning
____group processes
____organizational change
____knowledge of specific information resources, like ERIC
____other skills you might mention:_____

_____

16. What individuals in your school district do you feel would benefit from the information, data, and services supplied through EPC? (check all that apply)

____superintendent ____principals ____other
____central office professionals ____teachers _____

17. Several school district representatives have told us that one of the greatest needs in information utilization is some sort of a local information system by which local decision-makers would have more ready access to the data and information available at the local level (for example, a centralized index telling where a given publication could be located). Do you believe such a local information system would be valuable in your district?

____yes ____maybe ____no ____don't know

18. If given adequate training and resources, do you think you would ever be interested in supervising the implementation of a local information system in your district?

____yes ____maybe ____no

19. What proportion of your assigned professional responsibilities is allocated to information utilization, if any _____(i.e., 1/4 time, 1/2 time. etc.)

20. Do you feel it would be productive to your district to allocate more staff resources to information utilization?_____

21. Are there any examples of "successful" use of information by your district which you would be willing to share with other districts, either in EPC workshops of by means of ETV?_____
If so, please list one or two of these examples._____
_____
_____

If you care to, please provide us with the following information:

Your name:_____

School District:_____

Office Phone Number:_____

Appendix C

STATEMENT OF AGREEMENT

Statement of Agreement
Between
The Office of Programs for the Handicapped
and
The Education Products Center

For a piloting period of one (1) year, beginning July 1, 1978, and ending June 30, 1979, the Education Products Center will assume responsibility for those dissemination activities of the Office of Programs for the Handicapped as itemized below and in accordance with designated procedures.

Item 1. General Information Requests

The Education Products Center will, on a priority basis, respond to those requests for general information made by consultants from the Office of Programs for the Handicapped.

Section 1. "General information requests" is defined to include any and/or all of the following:

(1) Requests for information regarding all content areas in the field of programs for the handicapped;

(2) Requests for support materials/resources/information for use in workshops, in-services, conferences, training sessions, etc.

Section 2. The procedure to be followed in making a general information request is that which is routinely followed in submitting any general information request to the Education Products Center. (See Appendix A.)

Section 3. There are no charges or financial restrictions pertaining to the provision of this service.

Item 2. Requests for the Provision of Technical Assistance in the Acquisition/Utilization of Information/Resources

The Education Products Center will, on a priority basis, respond to requests for the provision of technical assistance in the acquisition/utilization of information/resources made by consultants from the Office of Programs for the Handicapped.

Section 1. "Request for the provision of technical assistance in the acquisition/utilization of information/resources" is defined to include any and/or all of the following:

(1) Requests for microfiche or hard copy as a result of a general information request;

(2) Requests for assistance in interpreting information received as the result of a general information request;

(3) Requests for participation by EPC staff in workshops, in-services, conferences, seminars, etc.

Section 2. The procedures to be followed in making a request for the provision of technical assistance in the acquisition/utilization of information/resources are as follows:

(1) Requests for microfiche or hard copy should be submitted on the appropriate form. (See Appendix B.)

(2) Requests for assistance in interpretation of information and for EPC staff participation in specific activities may be made verbally or submitted in memorandum form.

Section 3. Costs associated with the provision of technical assistance pertain only to the acquisition of microfiche and/or hard copy, and these costs will be borne by the Education Products Center.

Item 3. Mutually Supplementary and Complementary Resources

In responding to general requests for information and/or resources regarding the various areas of handicapped, both the Education Products Center and the Office of Programs for the Handicapped will be able to access the supplementary and complementary resources available through the other's resource base.

Section 1. In responding to general requests for information and/or resources regarding the various areas of handicapped,

(1) The Education Products Center will provide information about resources available through the Office of Programs for the Handicapped's Materials Center, and will include in the response package a flier which outlines those restrictions placed on the utilization of resources housed in the Materials Center; and

(2) The Office of Programs for the Handicapped will provide information about resources available through the Education Products Center resource base (including CEC, NIMIS/NICSEM).

Section 2. The procedures to be followed by each office in accessing information/resources available through the other are as follows:

(1) The Office of Programs for the Handicapped, in responding to general information requests, may request a search of the Center's data base for supplementary and complementary resources available, via Dialog, according to those procedures outlined in *Item 1* and *Item 2* of this agreement.

(2) The Office of Programs for the Handicapped will provide to the Education Products Center a copy of the Materials Center catalog.

(3) The Education Products Center will, in responding to general information requests dealing with areas of handicapped, conduct a manual search of resources listed in the Materials Center catalog for inclusion in the response package along with the flier outlining those restrictions placed on the utilization of resources housed in the Materials Center.

(4) The Office of Programs for the Handicapped will provide to the Education Products Center that information to be included in the response package flier which outlines those restrictions placed on the utilization of the resources housed in the Materials Center.

(5) The Production Section of the Education Products Center will prepare the afore-mentioned flier in camera ready form for printing.

Section 3. All costs incurred in searching the Center's resource base, in the retrieval of microfiche and/or hard copy, and in the printing of an explanatory flier will be borne by the Education Products Center.

Item 4. Current Issues Package

A "current issues" package addressing a topic of immediate concern in the area of handicapped will be produced and distributed by the Education Products Center.

Section 1. A "current issues" package is an established EPC linkage tool which consists of a pre-prepared package listing those resources available through the Center's resource base and specifically identified departmental resources addressing a topic of current educational concern. The "current issues" concept involves the selection of a timely topic, and the preparation, production, printing, and distributing of:

(1) A promotional flier;

(2) Package Part I - an annotated listing of resources available; and

(3) Package Part II - the resources in hard copy and/or microfiche form.

Section 2. The procedures to be followed in the production of a "current issues" package are as follows:

(1) The Education Products Center and the Office of Programs for the Handicapped will cooperatively select the topic to be addressed.

(2) The Office of Programs for the Handicapped will identify those departmental resources to be included in the "current issues" package.

(3) The Education Products Center will, with input from the Office of Programs for the Handicapped, determine what resources available through the Center's resource base will be included in the "current issues" package.

(4) The responsibility for producing, printing, and distributing the "current issues" package will be incumbent upon the Education Products Center.

Section 3. All costs incurred in the production, printing, and distribution of the "current issues" package will be borne by the Education Products Center.

Item 5. Share: Promising or Exemplary Handicapped Programs

In lieu of the Office of Programs for the Handicapped producing its traditional exemplary programs publication, the Education Products Center will include in its Share collection all those promising or exemplary handicapped programs in operation during FY 1979.

Section 1. In an attempt to eliminate duplication of effort as well as unnecessary expenditure of funds, the Education Products Center will incorporate that information, usually published by the Office of the Programs for the Handicapped in its exemplary programs publication, into its third Share collection.

Section 2. The procedures to be followed in the compilation, production, printing, and distribution of the Share collection are as follows:

(1) The responsibility for the compilation, production, printing, and distribution of the total Share collection is incumbent upon the Education Products Center.

(2) Information will be solicited from Office of Programs for the Handicapped consultants for those Share entries dealing with handicapped programs.

(3) In addition to those recipients identified by the Education Products Center, Share will also be distributed to those recipients identified by the Office of Programs for the Handicapped.

Section 3. Costs incurred in the production, printing, and distribution of Share will be handled as follows:

(1) All production costs will be assumed by the Education Products Center.

(2) All printing costs will be assumed by the Education Products Center with the exception of the cost for copies of Share to be distributed to recipients identified by the Office of Programs for the Handicapped; those costs will be borne by that office.

(3) All distribution costs will be assumed by the Education Products Center with the exception of those costs incurred in distributing copies of Share to recipients identified by the Office of Programs for the Handicapped; those charges will be billed to the Office of Programs for the Handicapped via the Mail Pricing Sheets used during product distribution.

Item 6. Distribution of Current Office of Programs for the Handicapped Publications

The Education Products Center will assume the responsibility for storing and distributing all current publications of the Office of Programs for the Handicapped.

Section 1. The procedures to be followed in transferring the responsibility for distribution of publications from the Office of Programs for the Handicapped to the Education Products Center are as follows:

(1) The Office of Programs for the Handicapped will identify all of its current publications and the number of copies remaining of each.

(2) The Education Products Center will provide adequate storage facilities for these publications.

(3) The Office of Programs for the Handicapped will transfer the publications to the Center's storage facilities.

Section 2. The procedures to be followed in the distribution of the current Office of Programs for the Handicapped publications are as follows:

(1) Requests received by the Office of Programs for the Handicapped for any of its current publications will be forwarded to the Education Products Center.

(2) The Education Products Center will respond to all requests for current Office of Programs for the Handicapped publications.

(3) The Education Products Center will establish and maintain a distribution file, for record-keeping purposes on all current Office of Programs for the Handicapped publications, that:

(a) reflects all distribution information required by the Office of Programs for the Handicapped (see Appendix D);

(b) reflects the number of remaining copies of any given publication at any given time; and

(c) is open for examination by the Office of Programs for the Handicapped at any given time.

(4) The Education Products Center will requisition all supplies, required for the distribution of current Office of Programs for the Handicapped publications, as needed, and only after receiving an authorized signature, on the required departmental Stock Supplies Requisition form, from the Office of Programs for the Handicapped.

Section 3. All costs incurred in the distribution of current Office of Programs for the Handicapped publications will be charged to that office.

(1) The cost of all supplies required for the distribution of current Office of Programs for the Handicapped publications will be billed to that office according to departmental procedure based upon materials requisitioned via the Stock Supplies Requisition form.

(2) All mailing costs incurred in the distribution of current Office of Programs for the Handicapped publications will be billed to that office via the Mail Pricing Sheet required by departmental regulation.

Item 7. Proposed 1978-79 Office of Programs for the Handicapped Publications

The Education Products Center will, as requested by Office of Programs for the Handicapped consultants, provide technical assistance in the development, production, and/or distribution of all proposed Office of Programs for the Handicapped publications for 1978-79.

Section 1. In order to facilitate the provision of technical assistance within the above-specified areas, Office of Programs for the Handicapped consultants will complete an Anticipated Services form (see Appendix E) for each proposed 1978-79 Office of Programs for the Handicapped publication.

Section 2. The procedures to be followed in the provision of technical assistance in the above-specified areas are as follows:

(1) The appropriate unit(s) of the Education Products Center--the Linkage Unit, the Resource Information Unit, and/or the Development Unit--will provide technical assistance in the development of Office of Programs for the Handicapped publications, dependent

upon the type of developmental assistance requested by OPH consultants on the Anticipated Services form.

(a) The Resources Information Unit will respond to general information requests according to those designated procedures outlined in *Item 1* of this Statement of Agreement.

(b) The Linkage Unit will respond to requests for the provision of technical assistance in the acquisition/utilization of information/resources according to those designated procedures outlined in *Item 2* of this Statement of Agreement.

(c) The Development Unit will respond to requests for developmental (writing) assistance as requested by OPH consultants on the Anticipated Services form.

(2) The Production Section of the Education Products Center will respond to any and all requests for production assistance specified by OPH consultants on the Anticipated Services form.

(3) The Production Section of the Education Products Center will respond to all requests for product distribution, made by OPH consultants on the Anticipated Services form, according to the following designated procedures and stipulations:

(a) The Production Section will distribute only those copies allocated to this section for distribution;

(b) Office of Programs for the Handicapped consultants will be responsible for the distribution of copies of publications remaining with that office;

(c) The Office of Programs for the Handicapped will compile a master list of designated recipients for its publications;

(d) The Office of Programs for the Handicapped will specify target audiences for each of its publications;

(e) The Education Products Center will establish and maintain a distribution file, for record-keeping purposes on all proposed 1978-79 Office of Programs for the Handicapped publications, that:

. reflects all distribution information required by the Office of Programs for the Handicapped (see Appendix D);

- reflects the number of remaining copies of any given publication at any given time; and

- is open for examination by the Office of Programs for the Handicapped at any given time.

(f) The Education Products Center will requisition all supplies, required for the distribution of proposed 1978-79 Office of Programs for the Handicapped publications, as needed, and only after receiving an authorized signature, on the required departmental Stock Supplies Requisition form, from the Office of Programs for the Handicapped.

(g) Once initial distribution for any proposed 1978-79 Office of Programs for the Handicapped publication has been completed, that publication will assume a "current" status and further distribution will be handled according to those designated procedures outlined in *Section 2* of *Item 6* of this Statement of Agreement.

Section 3. All costs incurred in the provision of technical assistance in product development, production, and distribution will be handled as follows:

(1) Costs incurred for microfiche and/or hard copy in the provision of technical assistance in product development will be assumed by the Education Products Center.

(2) Costs incurred in the production of proposed 1978-79 Office of Programs for the Handicapped publications will be assumed by the Education Products Center, with one exception: the cost of photographic supplies and film processing, if required, will be assumed by the Office of Programs for the Handicapped.

(3) All costs incurred in the distribution of proposed 1978-79 Office of Programs for the Handicapped publications will be charged to that office.

(a) The cost of all supplies required for the distribution of proposed 1978-79 Office of Programs for the Handicapped publications will be billed to that office according to departmental procedure based upon materials requisitioned via the Stock Supplies Requisition form.

(b) All mailing costs incurred in the distribution of proposed 1978-79 Office of Programs for the Handicapped publications will be billed to that office via the Mail Pricing Sheet required by departmental regulation.

This agreement has been reached this _____ day of _____, 19____,
as attested to by the following signatures:

_____

Director
Office of Programs for the Handicapped

_____

Director
Education Products Center

APPENDIX A

Request for Information Search Form

Explanatory ERIC Material

education products center

State Department of Education
1206 Rutledge Building
Columbia, South Carolina 29201
758-5733

EPC USE ONLY
Package# _____
Search I.D. _____
Information provided by _____
Date Completed _____

Request for resources package

Name of Requester _____ Date _____
Position _____ Date Needed _____
School _____ District _____
Address _____
_____ Zip Code _____
Phone _____
Approval _____ EPC Representative

PURPOSE OF REQUEST	EDUCATIONAL LEVEL	TYPE OF STUDENTS
_____ 1. Policy Development	_____ 1. Preschool-Kindergarten	_____ 1. General
_____ 2. Management Planning	_____ 2. Elementary	_____ 2. Disadvantaged
_____ 3. Project Development	_____ 3. Middle	_____ 3. Handicapped
_____ 4. Program Planning	_____ 4. Junior High	_____ 4. Gifted
_____ 5. Curriculum Development	_____ 5. Secondary	_____ 5. Slow Learner
_____ 6. New Classroom Approaches	_____ 6. Special Education	_____ 6. Ethnic Group
_____ 7. Other: _____	_____ 7. Adult Education	_____ 7. Learning Disability
_____	_____ 8. K-12	_____ 8. Other _____
_____	_____ 9. Post Secondary	_____

Descriptive statement of information needed (be specific): _____

Considering the information checked above, please write the purpose of your request in concise terms being as specific as possible. _____

Log Number

ORDER FORM FOR EDUCATION DOCUMENTS AND JOURNAL ARTICLES

The following educational documents are of interest to me. Educational documents (EDs) are available in microfiche form at a cost of 10 cents per card (a card will hold approximately 90 pages) or papercopy at a cost of 10 cents per page.

Please check one: ☐

I would like ☐ microfiche copies ☐ paper copies of the following educational documents which I have listed by accession number (ED-----).

Accession Number	Accession Number	Accession Number

Most journals listed in ERIC are available through either your county library or school library system. Please contact these sources before requesting copies of articles from EPC. However, for those inaccessible to you, we will be glad to retrieve. Journal articles (EJs) are supplied at a cost of 10 cents per page.

The following journal articles are of interest to me. Please send Xeroxed copies of the entire articles listed below.

Accession Number	Title and Date of Journal	Volume Number	Title & Page Number(s) of Journal Article

You will be billed upon receipt of ordered Xeroxed copies.

FROM: _____ (Your Name)

_____ (School or Office)

_____ (Street)

_____ (City and State)

APPENDIX B

Request Form for Microfiche and Hard Copy

0 123

APPENDIX C

Maintenance Stipulations for Distribution File as Set Forth by the Office of Programs for the Handicapped

Maintenance Stipulations for Distribution File as Set Forth
by the Office of Programs for the Handicapped

An alphabetical index file is established for each publication according to Title.

Within each file, the following information is recorded for each publication and is filed alphabetically by person's name:

Name of person requesting publication
Address
Date of distribution
Number of copies
Title of publication

APPENDIX D

Anticipated Services for Product Development, Production and Dissemination Form

Anticipated Services for Product Development, Production and Dissemination

Developing Author:_____
Telephone:_____

Publication Title:_____

Anticipated Distribution Date:_____

Product Development

Anticipated Completion Date:_____
Development Assistance Requested:_____yes _____no

Type of Assistance Requested:_____
_____
_____

Date by Which Assistance Must Be Rendered:_____

Product Production

Production Assistance Requested:_____yes _____no
Requested Completion Date:_____

Publication Description:

Approximate Number of Pages:_____
Photographs:_____yes _____no
Illustrations:_____yes _____no
Preferred Size:_____
Preferred Binding:_____
Number of Copies to be Printed:_____

Services Requested: Mark those which apply

_____Editing
_____Typesetting
_____Graphics
- _____Format and design
- _____Specifying type for internal/external (circle one) typesetting
- _____Photography
- _____Illustration
- _____Cover design
- _____Paste-up
- _____Preparation of printing specifications

_____Proofreading

Product Dissemination

Distribution Services Requested: _____yes _____no

Initial Distribution--Preferred Method: _____Hand delivery by consultant
_____Bulk mailout

Target Audiences (Designated Recipients): 1._____
2._____
3._____

Number of Copies to Remain with Consultant: _____

Number of Copies to be Distributed by EPC: _____

Internal Distribution: _____To be handled by OPH
_____To be handled by EPC

Post-Initial Distribution: _____Requests handled by OPH consultant
_____Requests to be referred to EPC

Appendix D

SHARE COLLECTION GUIDELINES

SHARE COLLECTION GUIDELINES FOR SOUTH CAROLINA SCHOOL DISTRICTS

Division of Administration and Planning
Robert R. Hill, Deputy Superintendent

Education Products Center
Elmer L. Knight, Director

Resources Section
Alfonso J. Evans, Chief Supervisor

South Carolina Department of Education
Charlie G. Williams, State Superintendent
Columbia, South Carolina

November 1979

FOREWORD

The primary purpose of Share is to promote an exchange of information, ideas and experiences among South Carolina educators and to encourage the study of alternative solutions to common educational problems. This collection enables state educators to examine various administrative and instructional approaches to problem solving and educational improvement now in operation within South Carolina.

Educators in many districts of the state frequently asked department personnel; "Which districts in South Carolina have developed effective resource room programs for handicapped students?" "Where in the state can I go to visit outstanding library media centers?" "Where is a good program for low achievers in mathematics and how was it developed?" Such questions were indicators of a statewide need for a collection of local promising programs. The Share Collection was initiated in response to repeated district requests for this kind of information.

The development of each Share edition requires the support and cooperation of educators on both the state and local levels. The South Carolina Department of Education appreciates the cooperation of the many school district superintendents who designated Share coordinators to collect and submit programs for entry into the Share Collection. It is the Department's hope that the primary benefits to be derived from a school district's use of Share will be the improvement of the teaching and learning process of the children, youth, and adults in South Carolina.

Charlie G. Williams
State Superintendent of Education

Table of Contents

Introduction 1

Purposes 2

Selection Criteria 3

Procedures for District Participation 6

- District Superintendent's Role 6
- District Share Coordinator's Role 7
- Selection 9
- Submission 13
- Distribution 15
- Utilization 18

INTRODUCTION

The State Department of Education through its Education Products Center is currently providing information resources to educational decision-makers and to other potential users. The Products Center activities are increasing in scope, and the number and variety of users being served are expanding. Demand for information resources through the Center is growing. The development, dissemination and utilization of the Share Collection is part of this Total Information Dissemination Effort.

Share is a collection of "promising programs" currently in operation in South Carolina school districts and individual schools. The collection, begun in 1976, has created genuine enthusiasm among many South Carolina school districts and education leaders from other states. Many Share programs have been visited and observed by administrators and teachers.

127

Purposes

The primary purposes of the Share Collection are to:

- encourage an exchange of information, ideas, and experiences among South Carolina educators;
- encourage the study of alternative solutions to common educational problems; and
- provide a means to examine various administrative and instructional approaches to problem solving and program improvement now taking place within South Carolina school districts.

The Share Collection of "promising programs/practices", developed in response to user need:

- requires support and cooperation of decisionmakers at both the state and local levels.
- provides increased inter- and intra-Department/district communications
- facilitates program planning and decision-making and the exchange of ideas.

Selection Criteria

All Share entries must have been in operation for at least one (1) year and have evidenced enough success to be open for visitation from other school districts. Each recommended Share entry must have the approval of the local district superintendent and the appropriate Department office before it can be entered into Share. The Education Products Center reserves the right to limit the number and categories of Share entries.

NEW ENTRIES

Programs and approaches geared to a wide variety of audiences and needs are sought and included. A multi-faceted approach is used to identify programs to be included in Share. Both the State Department of Education and local school districts nominate potential new entries each year. Department staff nominate entries in early September. The new Department nominated entries are given to school district Share coordinators in a series of Share distribution/submission meetings held in the fall each year in five regions of the state. District coordinators are asked to involve appropriate district staff in writing up descriptions of those Department nominated programs they wish to enter Share. Districts should also write-up any programs they wish to submit as district nominated entries.

RE-ENTRIES

For each new collection, entries from the previous year are reviewed by the department and the local districts involved, to determine which entries will be re-entered. All Share program entries are eligible to re-appear in the collection for two years. Re-appearing entries appear in listed form, with only pertinent information identifying the program, and reference to the printed description from the first year.

LIFE SPAN

The maximum life span of a program description appearing in the collection is three years, after which the Share program description is automatically deleted from the collection.

Procedures for District Participation

DISTRICT SUPERINTENDENT'S ROLE

The Share publication has evolved from support, planning and cooperation by the staffs of the State Department of Education and local school districts. In order to initiate and maintain districtwide participation in the Share process, school district superintendents should:

- designate a district staff member who will coordinate Share Collection procedures in the district. The district Share Coordinator may be a central staff person responsible for the instructional program within the district.
- be responsible for final approval of all "promising programs/ practices" recommended from his district for entry into the Share Collection.

DISTRICT SHARE COORDINATOR'S ROLE

Many school district superintendents have designated Share coordinators who have involved their district staffs in the process of nominating, collecting, and submitting programs for entry into Share. The contributions of these district Share coordinators have been invaluable in building a statewide promising programs network. The district Share coordinator has significant roles to play in engineering the Share submission and distribution processes in the district and in encouraging districtwide utilization of the collection.

In order to perpetuate the district Share participation process in an ongoing yearly cycle, the district Share coordinator should:

- attend a yearly regional meeting sponsored by the Education Products Center to review Share Collection procedures.
- explain Share Collection procedures to district superintendent and appropriate district staff.
- involve appropriate district staff in writing up Share program descriptions on the "Share Look-out" forms, and in approving or rejecting the publication of previous program entries.
- collect and submit to the district superintendent for approval all Share program descriptions recommended by the district for entry into the Share Collection.
- submit to the Education Products Center, upon superintendent's approval, all program nominations recommended by the district for entry into the Share Collection.

SELECTION

Re-Entries

To effectively coordinate Share entry selection, the district Share coordinator should involve appropriate district staff in:

1. Reviewing the district's list of last year Share entries to determine which of these should be re-entered into the new Share edition.

2. Insuring that the listed information is correct and revising if necessary.

3. Indicating by a "yes" or "no" in the blank, whether the program is to be re-entered into this year's Share.

1979 Share program entries to be approved or rejected
for re-entry into the 1980 Share edition

Aiken:

___ Self-Concept Improvement: Aiken County School District, for students in grades K-12.
Contact: Bob Hulsebus, Supervisor of Guidance, P. O. Box 8, Langley, South Carolina 29834. Phone: 593-9256.

___ Outdoor Lab-Nature Trail: Ridge Spring-Monetta High School, primarily for grade 9-12 students of vocational agriculture, science, and biology.
Contact: Mr. Francis Counts, Agriculture Teacher, Ridge Spring-Monetta High School, Monetta, South Carolina 29105. Phone: 685-7274.

___ Special School for Handicapped: Kalmia Hill School, Aiken County, for children up to age 13 with learning disabilities and mental, orthopedic, hearing or visual handicaps, and for deaf-blind children.
Contact: Ms. Sarah G. Wright, Principal, Kalmia Hill School, 3560 Augusta Road, Aiken, South Carolina 29801. Phone: 648-3268.

___ Special School for Handicapped: Oakwood School, Aiken County, for children diagnosed as having disabilities, emotional disturbance, or educable or trainable mental handicaps.
Contact: Charles M. Leopold, Principal, Oakwood School, P. O. Box 98, Montmorenci, South Carolina 29839. Phone: 649-6819.

___ Child Study Center of Aiken County: for elementary and secondary students.
Contact: Dr. Nancy James, 3560 Augusta Road, Aiken, South Carolina 29801.
Phone: 648-6881.

___ Vocational School for Handicapped Secondary Students: Freedman Vocational School, Aiken School District, for approximately 160 secondary students who are educable mentally handicapped, emotionally handicapped, or othopedically handicapped.
Contact: Warren B. Whitson, Principal, Freedman Vocational School, P. O. Box 162, Graniteville, South Carolina 29829. Phone: 663-3441.

___ Individualized German IV: Aiken High School, for twenty-four above average and gifted high school seniors.
Contact: Mrs. Tanya Moore, Teacher, Aiken High School, 211 Rutland Drive, Aiken, South Carolina 29801. Phone: 648-4441.

New Entries

The district Share coordinator should involve appropriate district staff in:

1. Reviewing any Department recommended new Share entry (s) from the district (names of recommended program entries are filled in on Share "Lookout for Promising Practices" forms).

2. Writing up on the "Lookout" forms descriptions of those Department nominated entries which the district chooses to submit.

3. Writing up, on blank Share "Lookout" forms, any exemplary programs not yet recommended for inclusion in Share.

4. Insuring that programs written up on these forms are described in a clear, accurate and interesting manner, highlighting those program details which make the program exemplary and different from other similar programs.

share

lookout for promising practices

WHAT? (Name of program)_____

WHERE? (School district, schools or other locations)_____

CONTACT: (Teacher, principal, supervisor, person responsible for arranging visits or providing details)_____

WHO FOR? (Age or grade levels of students served)_____

WHY? (Need for program, objectives of program)_____

HOW? (Significant components such as instructional content, activities, materials, equipment, staff, community, consultant involvement, and other important features)_____

WHEN? (Weeks, days, or periods)_____

WHAT YEAR DID IT BEGIN?_____

SOURCE OF FUNDING: FEDERAL ☐ STATE ☐ LOCAL ☐

If currently locally funded, did the program originate as a federal program? ___ Yes ___ No

BLACK AND WHITE PHOTO(S) ENCLOSED ☐ NOT AVAILABLE ☐

EVALUATION: (Informal)_____

Test Score Results (if available)_____

Comments from Teacher_____

Comments from Principal_____

Comments from Students_____

Comments from Parent(s)_____

I approve of the submission of this program to the Education Products Center as a potential SHARE entry from our district, with the understanding that the Products Center will send me a final copy of this entry for my review before publication.

_____
Signature of School District Superintendent

RETURN THIS FORM TO: Al Evans, Chief Supervisor
Education Products Center
1206-A Rutledge Building
Columbia, South Carolina 29201

SDE 37.005.02
(This form becomes obsolete 6/30/82)

SUBMISSION

After collecting and reviewing all proposed new entries and re-entries from district staff, the district Share coordinator should:

1. Get the district superintendent's sign off on all these recommended entries.

2. Mail superintendent's approved entries to:

   Education Products Center
   Department of Education
   1206 Rutledge Building
   Columbia, SC 29201

   758-5733

The Education Products Center will:

1. Mail final edited Share entry drafts back to district Share coordinator for district review and recommended changes.

2. Publish edited entries with no changes, if district coordinator sends back no recommended revisions.

3. Incorporate recommended revisions into the entries for which changes are suggested.

1980 Share Submission Schedule for South Carolina School Districts

November 12-16	District Share coordinator explains Share submission process to all appropriate district staff.
November 16-27	District staff selects and writes up new entries; determines previous entries which will be re-entered.
November 27	District Share coordinator collects write-ups for new entries and nominations for re-appearing entries.
November 27-28	District Share coordinator obtains district superintendent's sign off on all nominations and write-ups.
November 28	District Share coordinator mails in to Education Products Center all entry nominations and write-ups.

DISTRIBUTION

The Education Products Center will:

1. Distribute a copy of Share to the following district staff members each year:

   - District superintendent
   - Director of instruction
   - Federal programs coordinator
   - Director of programs for the handicapped
   - District representative to the Education Products Center
   - Director of libraries or media centers

2. Prepare a bulletin each year for the district Share coordinator's use in advertising Share districtwide.

SHARE PROMISING PROGRAMS

Do you need new ideas for old problems? Would you like to traverse the state of South Carolina looking at "promising programs"? If so, you need look no further than to the Education Products Center's SHARE publication.

SHARE is a collection of exemplary and promising school programs operating in our own state. It is designed to promote an exchange of information, ideas, and experiences among South Carolina's educators. In most cases, several programs can be found in any topical category such as, Language Arts, Math, Community Education, and many more. All of these programs have been operational for at least one year and are open to your visitation by merely contacting the designated district person.

Potential uses of SHARE Collection by district staff include:

- Visiting and observing actual programs in operation
- In-service programs and staff development
- Identifying effective classroom techniques and student evaluation
- Developing proposals, materials and programs

If you are interested in reviewing a copy of SHARE, several copies are available in the district office. If you would like to obtain a copy to place in your own school library/media center, complete the following order form and submit it to your district SHARE coordinator. _____.

Our school would like to request a copy of the 1980 SHARE Collection to be placed in the library/media center.

Requester (principal or librarian) _____
Name and address of school _____
_____
_____
School district _____

Our faculty and staff plan to make use of the collection in the following ways:

_____
_____
_____
_____

The Share Coordinator can:

1. Disseminate copies of the Share bulletin to principals and librarians. Determine if there is a school(s) whose staff(s) would be particularly apt to use the Share Collection in examining varied effective, creative, or innovative instructional practices.

2. Submit the bulletin order form to EPC, requesting a copy(ies) of the collection to be placed in the selected school library/media center(s).

3. Verify that the requesting school has clearly completed the portion of the bulletin order form stating intended use of the requested Share.

UTILIZATION

To promote districtwide use of Share, the district Share coordinator can:

1. Encourage the following district staff members to use Share in improving, planning, and developing programs: directors of instruction, special services, and federal programs; curriculum specialists; district and school librarians; principals; teachers.

2. Xerox copies of entire Share categories and give to the appropriate staff members (for example: the math consultant should receive a copy of the whole math section; the career education coordinator should be given a copy of all career education entries).

3. Xerox copies of entire Share categories and give to special committees (for example, a special committee planning a new parent involvement program should receive copies of all Share entries pertaining to parent education, parent involvement, and community involvement).

4. In reviewing and determining specific programs of interest for further contact and visitation, involve district staff in determining whether the program:

   - addresses needs and goals similar to those in your own district.
   - would be practical for use with existing instructional staff and facilities in the district.
   - could be supported by the current district budget and managed by existing staff or would require new funds and additional staff.
   - could be easily implemented within the existing district program.
   - would be acceptable to district decision-makers, the community, teachers, and students.
   - would effectively achieve desired changes or goals.

Appendix E

SHARE COLLECTION FORM

lookout for promising practices

WHAT? (Name of program)_____

WHERE? (School district, schools or other locations)_____

CONTACT: (Teacher, principal, supervisor, person responsible for arranging visits or providing details)_____

WHO FOR? (Type or grade levels of students served)_____

WHY? (Need for program; objectives of program)_____

HOW? (Significant components such as techniques, student activities, materials, equipment, staff, community, consultant involvement, and other important features)_____

WHEN? (Weeks, days, or periods)_____

_____

WHAT YEAR DID IT BEGIN?_____

_____

SOURCE OF FUNDING: FEDERAL☐ STATE☐ LOCAL☐

If currently locally funded, did the program originate as a federal program? ___Yes ___No

BLACK AND WHITE PHOTO(S) ENCLOSED☐ NOT AVAILABLE☐

EVALUATION: (informal)_____

_____

Test Score Results (if available)_____

_____

_____

Comments from Teacher _____

_____

_____

_____

Comments from Principal_____

_____

_____

_____

Comments from Students_____

_____

_____

_____

Comments from Parent(s)_____

_____

_____

_____

I approve of the submission of this program to the Education Products Center as a **potential** SHARE entry from our district, with the understanding that the Products Center will send me a final copy of this entry for my review before publication.

_____

Signature of School District Superintendent

RETURN THIS FORM TO: Al Evans, Chief Supervisor
Education Products Center
1206-A Rutledge Building
Columbia, South Carolina 29201

SDE 37-005-02
(This form becomes obsolete 6/30/82)

Appendix F

SHARE DISTRIBUTION/UTILIZATION GUIDELINES

Regional Workshops

for

Share District Coordinators

Topic:

Distribution and Utilization

of the

1980 Share Collection

by

Resources Section

Education Products Center

South Carolina Department of Education

April 22 - 25, 1980

Share Regional Workshops
Tentat Agenda

Time 2 hou

Time	Strategy	Directions	Materials	Rationale
10:00 - 10:15	Introduction to 1980 Share Collection.	Discuss background and purposes of Share Collection.	"Share Collection Guide lines for South Carolina School Districts" and accompanying transparencies	To establish a framework for current distribution.
10:15 - 10:55	Discussion on Share Usage/Visitation.	Selected district participants will discuss their experiences in using Share, including visitation to Share program sites.		To portray proven effective uses for the collection in school districts.
10:55 - 11:15	Presentation of Proposed Share Distribution.	Discuss individualized district distribution to fit each district's communication network.	"Districtwide Distribution guidelines for the 1980 Share Collection".	To encourage district Share coordinators to individualize their distribution of the 1980 collection.
11:15 - 11:35	Presentation of Share Usage Feedback Plan.	Present proposed plan for follow through on usage of the 1980 Share Collection.	Transparency	To involve district Share coordinators in an effort to evaluate and strenghte usage of the collectio
11:35 - 11:45	Discussion of Other EPC Resources.	Briefly present an overview of other information	Handout	To expand awareness of EPC resources.
11:45 - 12:00	Distribution of Copies of the 1980 Collection and Wrap-Up.	Distribute allotted number of copies to each district Share coordinator including District Superintendent and Central Staff.	Copies of the 1980 Collection	To enact the 1980 district distribution plan through the network of district Share coordinators.

FOREWORD

The primary purpose of Share is to promote an exchange of information, ideas and experiences among South Carolina educators and to encourage the study of alternative solutions to common educational problems. This collection enables state educators to examine various administrative and instructional approaches to problem solving and educational improvement now in operation within South Carolina.

Educators in many districts of the state frequently asked department personnel; "Which districts in South Carolina have developed effective resource room programs for handicapped students?" "Where in the state can I go to visit outstanding library media centers?" "Where is a good program for low achievers in mathematics and how was it developed?" Such questions were indicators of a statewide need for a collection of local promising programs. The Share Collection was initiated in response to repeated district requests for this kind of information.

The development of each Share edition requires the support and cooperation of educators on both the state and local levels. The South Carolina Department of Education appreciates the cooperation of the many school district superintendents who designated Share coordinators to collect and submit programs for entry into the Share Collection. It is the Department's hope that the primary benefits to be derived from a school district's use of Share will be the improvement of the teaching and learning process of the children, youth, and adults in South Carolina.

Charlie G. Williams
State Superintendent of Education

Introduction

The State Department of Education through its Education Products Center is currently providing information resources to educational decision-makers and to other potential users. The Products Center activities are increasing in scope, and the number and variety of users being served are expanding. Demand for information resources through the Center is growing. The development, dissemination and utilization of the Share Collection is part of this Total Information Dissemination Effort.

Share is a collection of "promising programs" currently in operation in South Carolina school districts and individual schools. The collection, begun in 1976, has created genuine enthusiasm among many South Carolina school districts and education leaders from other states. Many Share programs have been visited and observed by administrators and teachers.

PURPOSES

The primary purposes of the Share Collection are to:

- encourage an exchange of information, ideas, and experiences among South Carolina educators;
- encourage the study of alternative solutions to common educational problems; and
- provide a means to examine various administrative and instructional approaches to problem solving and program improvement now taking place within South Carolina school districts.

The Share Collection of "promising programs/practices", developed in response to user need:

- requires support and cooperation of decisionmakers at both the state and local levels.

  provides increased inter- and intra-Department/district communications

- facilitates program planning and decision-making and the exchange of ideas.

DISTRICTWIDE DISTRIBUTION

Purposes

1. To provide a means to individualize districts' distribution systems for Share.

2. To provide alternative routes from which districts may chose the most effective means for districtwide distribution of Share.

SUGGESTED AUDIENCE TO RECEIVED SHARE

Central Office Staff

- District Superintendent
- Director of Instruction
- Federal Programs Coordinator
- Director of Programs for Handicapped
- District representative to the Education Products Center
- Director of libraries or media centers

School Staff

The principal of each elementary, middle, and secondary school in your district should be given a copy to place in the school library/media center.

Suggested Methods of Distribution

Central Office Staff

- Informal individual meeting or conversation with each central staff recipient
- Presentation at a central office staff meeting.
- Presentation at a planning committee meeting or other special purpose meeting.

School Staff

- Presentation at a principal's meeting, to each principal for placement in his/her school library/media center.
- Individual meeting with principal and librarian in each school.
- Presentation at each or selected school faculty meetings.
- Presentation at school or district inservice meetings for teachers.

Extending Awareness to Other District Staff

- Posting a bulletin for teachers in school library or school office concerning varied locations of Share (e.g.: school library or district central office).
- Printing a notice in a district newsletter for all district staff, including teachers.
- Photocopying and disseminating entire sections to appropriate teachers and central office staff either individually or at special committee or in-service meetings.

FEEDBACK

The relevance of the 1980 Share Collection for use by school district staff in planning and problem solving activities will be examined in the fall of 1980. We will be sending feedback forms to all staff who have received copies of Share and will therefore need a list from you of all your district's 1980 Share recipients. When you complete your districtwide distribution of this year's collection, please send us the name and position of each central office staff member who received Share. We will assume that each principal in your district received a copy for placement in his/her school library/media center unless you notify us otherwise. We also need feedback concerning distribution approaches you found most effective in distributing Share districtwide.

Share Recipients and Distribution Approaches

Please list and return to us by May 23 the names and positions of your district central office staff who received a copy of the 1980 Share Collection.

Also please list briefly the approaches you used for:

1. Distributing Share to central office staff:

2. Distributing Share to school staff:

3. Extending awareness to other district staff:

Appendix G

GUIDEBOOK FOR DEVELOPING PUBLICATIONS

AND AUDIO-VISUAL MATERIALS

Guidebook for Developing Publications and
Audiovisual Materials

This guidebook outlines procedures and services available in the original writing or revision of Department publications and audiovisual materials (including ITV/Radio scripts and spot announcements). It is based on previous experience in collaborating with Department staff requesting assistance includes an external form to facilitate requesting such assistance; and a internal checklists to enable management to monitor progress on each project at a glance.

Assistance in developing publications and audiovisual scripts:

Assistance is available to Department staff members, upon request, for initial writing or revision of material for educator audiences, A writer will collaborate with the author in developing or revising:

1. Publications: brochures, guides or other printed materials
2. Sight-sound production (slide show) scripts
3. Spot announcements and program scripts for Instructional Radio
4. ITV scripts

Specific Services Available:

While every publication or audiovisual script has its own unique needs, there are four major steps for which assistance if offered:

1. Planning Consultation for such aspects of communication as:

   . Message: what you want to say, main points and details, title

   . Media: print, audiovisual or a combination of both

   . Audience: type, perceptions, perspective, need for information

   . Scope: based on audience size, need for specific information, budget and distribution method.

   . Purpose: what you hope to achieve by this material: inform? recruit? describe new regulations, services or trends? motivate action or change? generate interest and support?

   . Sequence: how to organize the material in a clear, logical order, and how to accent major points

   . Illustrations to be incorporated to clarify text or highlight major points

   . Style include possible human interest stories, vignettes or examples to accent major points.

   . Distribution method and/or media

   . Clearance of any copyright material used

. Deadline with checkpoints for reviewing drafts and revising

. Evaluation by audience or sample

2. Gathering Material

Depending on what's available at the outset, in relation to what's needed, the author and writer may need to gather additional information on the topic from such sources as:

. The author's own resources and ideas

. Other Department staff, publications or AV materials

. ERIC search

. Other state agencies or organizations

. Public or college libraries

. Publications or audiovisuals from other states

3. Writing and Revising

The author and writer usually collaborate in writing or revising the material through the following general process:

. The writer makes a rough draft and revises it to improve clarity, conciseness and continuity.

. The author reviews the draft and suggests revisions.

. The writer makes revisions and polishes the draft before delivering it to the author.

(Scripts for ITV/Radio are edited by their specialists in collaboration with the author before production)

4. Consultation on Selecting Evaluation Method

The most neglected part of the communication process is obtaining feedback and accurate, constructive criticism of its effectiveness. When possible, the author is encouraged to use some method of formal or informal evaluation to determine whether

the AV presentation or publication:

- Reached its audience, both physically and intellectually
- Accomplished its predetermined purpose and to what extent
- Needs supplementary material or revision
- Is cost effective

Factors to be considered in evaluation include:

- Clarity
- Organization and continuity
- Comprehensiveness
- Attractiveness of format
- Timeliness
- Usefulness to recipient

Procedure:

For a preliminary discussion about your individual plans for publications or audiovisual scripts, contact Toni Child in the Resources Section, 1206 Rutledge Building. (Phone: 5733). This brief conference will determine more specific details about your needs for the material and the approximate time required to complete it.

A brief form must be approved before beginning the project. Every effort will be made to work within the framework of your schedule to meet the deadline.

STATE DEPARTMENT OF EDUCATION
Resources Section
1206 Rutledge Building
758-5733

REQUEST FOR ASSISTANCE IN DEVELOPING PUBLICATION OR AUDIOVISUAL SCRIPT

I request technical assistance in developing some material on _____ (topic) for:

____a publication

____a slide show

____an Instructional Radio script

____spot announcements for Instructional Radio

____an ITV script

This material is needed for production or printing by _____ (date).

Describe need for assistance briefly: _____

_____

_____

_____
(Name)

_____
(Position)

_____
(Phone)

Approved: _____
(Your Supervisor or Director)

_____
(Office)

_____
(Date of Request)

Approved to proceed:	(for Resources Section use only)
_____	_____
Director or Chief Supervisor	Completion Date
_____	
Date Approved	

AUDIOVISUAL CHECKLIST
(Slide show, Radio, ETV)

PLANNING AND DEVELOPMENT

1. Topic: _____

2. Media: _____

3. Audience: _____

_____

4. Major points: _____

_____

_____

5. Purpose(s): _____

_____

6. Audience Viewdate: _____

7. Supplementary materials: _____

8. Components:
Illustrations _____
Music _____
Sound effects _____
Narrator _____
Interview _____
Cast _____
Setting _____
Theme/Style _____
Title _____

9. Reserve equipment: _____

10. Artist/photographer: _____

11. ITV/Radio Contact: _____

12. Feedback: _____

_____

13. Audience evaluation: _____

_____

_____ (Topic)

_____ (Author)

_____ (Deadline)

_____ (First draft completed)

_____ (Revisions made)

_____ (Completion date)

PUBLICATION CHECKLIST

PLANNING

Topic:_____

Major Points:_____

_____

_____

Audience:_____

Purpose:_____

Scope: _____

Illustrations:_____

Proposed Publication Date:_____

Title:_____

Distribution System:_____

Copyright:_____

Evaluation:_____

GATHERING MATERIAL _____

_____

WRITING/REVISION_____

EVALUATION/FEEDBACK:_____

_____

_____
(Date assigned)

_____
(Topic)

_____
(Author)

_____
(Deadline)

_____
(First draft completed)

_____
(Revision(s) requested)

_____
(Revision(s) completed)

_____
(Delivered to author)

Appendix H

USERS STATISTICS

TECHNICAL ASSISTANCE IN THE PRODUCTION OF

DEPARTMENT OF EDUCATION

PUBLICATIONS/PRODUCTS

Technical Assistance in the Production of Department of Education Publications/Products

User Statistics 1977 - 1980

Office/Requester	1977-78 Quarters 1	2	3	4	Sub-Total	1978-79 Quarters 1	2	3	4	Sub-Total	1979-80 Quarters 1	2	3	4	5	Sub-Total	Totals
ederal Programs	9	4	4	4	21	1	2	8	8	19	10		11	4	10	35	75
eneral Education	6	8	9	10	33	8	4	4	2	18	11	3	4	11	6	35	86
esearch	5	6	17	1	29	10	6	9	8	33	10	6	10	6	9	41	103
ocational Education	4	1	7	4	16	4	1	5	6	16	4	2	4	6	2	18	50
chool Food Services	3	4	3		10	3	3	3		9	3	2	4		3	12	31
echnical Assistance/Surveys	3	4	6	7	20	2	6		2	10	6	7	2	1	7	23	53
ersonnel	2		1	1	4	2	1	1		4	1	1	1	1	1	5	13
ata Center	1		1		2				2	2			3			3	7
lanning	1	2	4	2	9	1	4	3	4	12	1	1	1		1	4	25
rograms for the Handicapped	1		4	3	8	2	3	1	2	8	3	4	6	7	5	25	41
ublic Information	1	2	1	1	5		2	2	1	5	3	5	4	1	3	16	26
eacher Ed & Certification	1	1	2		4			1		1			3	1	1	5	10
ducation Products Center	10	16	5	2	33	8	4	8	6	26	8	4	2	1	2	17	76
dult Education		1	3	1	5	1	1	2		4		1	2	1	5	9	18
inance			1	1	2	2	3	3	1	9	4		4	4	2	14	25
TV						1				1							1
ransportation							2	3		5	2	2	2		1	7	12
chool Planning & Building												1				1	1

Technical Assistance in the Production of Department of Education Publications/Products

User Statistics 1977 - 1980

Office/Requester	1977-78 Quarters 1	2	3	4	Sub-Total	1978-79 Quarters 1	2	3	4	Sub-Total	1979-80 Quarters 1	2	3	4	5	Sub-Total	Totals
Textbooks & AV Library															1	1	1
State Superintendent								5	4	9	9	2	2	2	1	16	25
Deputy Superintendents												3	3			6	6
Associate Superintendents														1	1	2	2
State Board														1		1	1
Task Force														2		2	2
Lexington School District 3				2	2												2
Brantley Harvey						1				1							1
Technical & Comprehensive Ed				1	1												1
S.C. Retirement System						1	1			2							2
Education-Related Organization								2	2	4							4
Grand Totals	47	49	68	40	204	47	43	58	46	194	75	44	70	52	61	302	700

Appendix I

RESOURCES BULLETINS

BULLETIN
education products center

South Carolina State Department of Education
Columbia, South Carolina

VOL. 1, NO. 1 FEBRUARY, 1976

This first issue of the EPC Bulletin is one of several products produced by the Education Products Center. The bulletin will be published periodically as an awareness bulletin on current resources available from national, regional, state and local sources. We urge you to reproduce and distribute copies to staff personnel in your district.

136

NOVEMBER WORKSHOPS HELD: FUTURE MEETINGS SCHEDULED

The initial statewide Education Products Center representatives' meeting was held last September in Columbia to acquaint school district and college representatives with the goals and objectives of EPC for 1975-76. One of EPC's objectives is to continue the series of workshops, which began in 1974-75, as one mechanism to link school district decision makers to products produced by the State Department of Education.

In November, EPC held its first series of regional workshops for 1975-76. Fifty-one representatives from forty-six local school districts participated in the four workshops in Spartanburg, Walterboro, Florence, and Columbia. A fifth workshop was held in Columbia for representatives from colleges, universities, and state agencies, and thirteen participants attended this workshop.

The topics of discussion for these workshops included: acquisition and use of ERIC resources, future implementation of a filing and indexing system for local school districts, and the ETV production, "EPC—What's in It for Me?" The November workshops provided a means for school districts to share with each other and exchange ideas concerning the retrieval and cataloging of educational information.

The second series of regional workshops will be concerned with BEDS Data reported to the districts which affect school accreditation and teacher in-service programs. These will be held in February. The third series, which will be held in April, will deal specifically with the utilization of measurement data reported through the statewide test program.

Participation by school districts and colleges in these workshops is encouraged in order that EPC may increase its services and promote the dissemination and utilization of educational information throughout the state.

SHARE UPDATE

As a result of continued demands for readily accessible descriptions of exemplary educational programs, EPC is publishing a new product entitled *SHARE*. *SHARE* is a collection of "promising practices" from local school districts in South Carolina. Each district has effective classroom programs and outstanding practices (both curricular and administrative) which deserve recognition; this publication makes these innovative ideas and approaches available to all the districts in the state.

Each program is printed individually and indexed by a major topic. The different topics include programs for gifted, handicapped, and disadvantaged students, language arts, multidisciplinary areas, and others. The only essential criterion for inclusion is that the program may be visited by administrators from other districts upon prior agreement among everyone involved. An experimental edition of *SHARE* was published in 1975; the first complete collection will be published in January 1976. It will be mailed to district personnel and distributed at EPC workshops.

SHARE recognizes effective educational and administrative practices and the people responsible for making them successful. It also helps educators share their ideas and encourages them to study alternative approaches to problems.

WORKSHOP SCHEDULE

February 1976		April 1976	
Date	City	Date	City
February 3	Spartanburg	April 6	Spartanburg
February 5	Walterboro	April 8	Walterboro
February 10	Florence	April 13	Florence
February 12	Columbia	April 15	Columbia
February 18	Columbia	April 20	Columbia

WHY EPC?

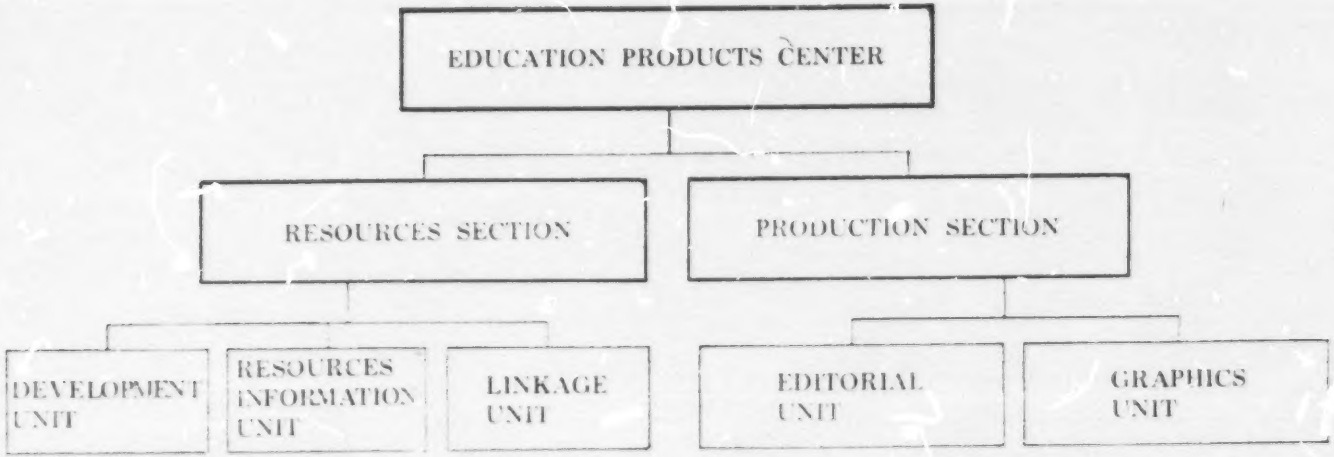
There is no shortage of information available to educators. The problem is finding the right information at the right time. EPC is available to assist educational decision makers with appropriate and specific information when they need it to make a given decision. Even though most educators realize that decisions based on sound information and data are stronger and more defensible than those based on experience and intuition, they often are forced to make decisions using limited information because of the pressures of time. At EPC, we are attempting to make available relevant data which is accurate and readily accessible.

The Education Products Center (EPC), created in 1974 by the South Carolina Department of Education, serves as the Department's major resource for the dissemination and utilization of educational information and data. EPC's major priority is to serve schools and school district personnel, from top-level administrators to individual classroom teachers and support personnel. EPC is also available to serve university and college students and professors, Department of Education staff, and such related agencies as Technical Education, ETV, South Carolina Education Association, South Carolina Parent-Teacher Association, as well as other state agencies with educational or service programs related to public schools.

The Education Products Center serves South Carolina educators by responding to specific needs and requests that local school district representatives make known to EPC. In responding to district requests, the Products Center identifies as many sources of information at the local, state, and national levels as necessary in order to provide decision alternatives from which local decision makers may choose. The Products Center maintains access to a wide variety of information resources for this purpose.

In identifying local, state, and national sources, the EPC staff is available to districts to assist them in clearly defining the problem or needs, locating available information or consultants within the State Department, and assisting the districts to utilize the information which has emerged.

ORGANIZATION CHART



EPC ORGANIZATION

The Education Products Center was originally composed of three sections: Surveys, Development Utilization, and Production. In June 1975, the Surveys Section was transferred to the Office of Technical Assistance so that EPC could direct its efforts exclusively to the production and dissemination of information. In order to provide more services to both the Department of Education and the districts, the EPC staff was then expanded. The reorganization established two sections: Resources and Production.

Within the Resources Section, three units provide general and specific information assistance, and develop publications or products. The Resources Information Unit provides, on request, selected resources in response to specific needs. The staff can access ERIC (Education Resources Information Center) material through an automated retrieval system, the only computer capability of this kind in South Carolina. These ERIC "searches" result in the review of a great volume of educational literature in resume format. The Linkage Unit coordinates the exchange of information between EPC and the Department and the districts, provides for inter-district sharing of management information and resources, and offers in-depth responses to information requests. The Development Unit is involved in the coordination of information within EPC in the development of specific products, such as the SHARE collection and *CATALYST*, for district use.

In the Production Section, two units render, upon request, technical assistance to offices in the Department through editorial, graphics, distribution, and typesetting services. The Editorial Unit edits and prepares camera ready copy for numerous Department publications, including the *South Carolina School Directory*, *SHARE*, *CATALYST*, *Rankings of the Counties and School Districts of South Carolina*, and the *Annual Report of the State Superintendent of Education*. The Graphics Unit provides services in the area of art work, including photography, illustration, design, format, layout, paste-up, etc., and distributes Department products upon request.

EPC EXPANDS SERVICES THROUGH NIE GRANT

The need for the expansion of the dissemination capacity of educational information and data of the states has surfaced as a critical issue at the national level over the past few years. South Carolina, through its State Department of Education, has been actively involved in responding to this need for its constituency since 1970. Response mechanisms to coordinate and expand dissemination activities have been made available through federally funded projects, state appropriated funds, or some combination of both. Results of these earlier efforts have taken varied form, including the creation of the Education Products Center.

South Carolina continues to pursue alternative approaches to meet the information and data needs of its educational population as opportunities arise. The most recent opportunity was made available through the National Institute of Education (NIE) State Dissemination Grants Program, through which the Center received a grant award of nearly $120,000 to fund further expansion of the State's dissemination capacity. Effective July 1, 1975, this award supports a one-year project within a five-year plan to build needed dissemination capacity.

There are three major goals of the project: (1) to increase services to user audiences, (2) to increase involvement in user participation, and (3) to increase application of resources to specifically identified needs. In general, it is the intent and purpose of the project to promote the use and exchange of critical data and information for rational decision making, problem solving, and program planning and implementation.

The NIE award provided for the addition of seven new staff persons within the Center and the expansion of its structure through the creation of the Linkage Unit. These additions are designed to effect the expansion of existing resource information services, developmental activities, and production capabilities, and to provide direct personal contact with school districts.

LINKAGE ACTIVITIES IN FIVE PILOT DISTRICTS

Five districts (Barnwell 45, Colleton County, Kershaw County, Laurens 55, and Lee County) expressed, in 1974–75, a concern about more effective utilization of available information and data and agreed to work with two consulting firms earlier this year in order to define more clearly ways to deal with this concern.

The consultants recommended, and all five districts concurred, that what was needed was a systematic procedure for cataloging, filing, storing, and retrieving the information received and available in each district. When implemented, this system would provide ready and easy access to all information on any given topic.

The Linkage Unit will be working with these five pilot districts in an attempt to implement an effective filing and indexing system by the end of the 1975–76 school year. Such a system would be adaptable to information received at both the state level and by local school districts. After these systems are in operation, the Linkage Unit would seek to facilitate the inter-district sharing of this concept and other methods of effective information utilization.

ETV PRODUCTIONS

Two half-hour television programs explaining services offered by EPC have been broadcast over the ETV network. These programs, "Overview of EPC—What's in It for Me?" and "Alternatives for Decision Makers," are the first in a series of four programs produced in cooperation with ITV and broadcast over ETV during teacher in-service times.

In "Overview of EPC," district representatives discussed their needs for information. Dr. John May, of Richland School District 1, described statewide testing data as a useful standard for evaluating districts, schools, or instructional programs. Mrs. Edith Davis of Laurens School District 55, Mr. Mat Herndon of Pickens County School District, and Mrs. Mary DuVal of Kershaw County School District cited their experiences with data

available through EPC which aided in curriculum planning, student guidance counseling, and program budgeting and accounting.

"Alternatives for Decision Makers" dealt specifically with sources of program information available to district administrators and teachers. EPC staff outlined the procedure for making an ERIC (Educational Resources Information Center) information request. Dr. Bobbie McIntire, Director of Irmo Middle School Complex in Lexington School District 5, told how she directed information from an ERIC request on self-concept to a group researching this problem area in her school district.

Dr. Mike Borovicka of Horry County School District stated that the ERIC search he received was used in writing an innovative program proposal for a grant. He explained that he was able to eliminate procedures of little use and to pick up parts of programs of high use and feasibility.

Mr. Joe Pate, Chief Supervisor of the Grants Section of the Office of Federal Programs, agreed that ERIC and other resources tapped by EPC helped school districts avoid "re-inventing the wheel." "Both the quality and the quantity of proposals written have improved with increased information available," he added.

The next program topic in this series will center on the use of Statewide Testing Data and BEDS Data. The BEDS information will be broadcast on February 10, 12, 16, and 24. This program may also be viewed during the February EPC workshop series.

Districts with tape copying capacity are encouraged to copy the broadcast programs onto a videotape cassette for playback during meeting times convenient to district staff. Other districts who would like to have cassettes of these programs may have a copy made by ETV onto their own tape.

ANNOTATED LISTING OF PUBLICATIONS

Because there are a great number of publications and products produced within the Department of Education of which some districts—and even some Department offices—are unaware, there appears to be a definite need for establishing a master list of all such products and publications. Such a list would not only help Department and district personnel identify needed products, but also would help eliminate useless duplication of products. Therefore, the Education Products Center has developed a mechanism for coordinating the compilation of an *annotated* listing of all publications and products produced in the Department, showing their location and how they can be accessed.

Those items which will appear in the annotated listing will include *all* products produced by any State Department of Education office that are *not* excluded by one of the following stipulations:

1. Fewer than 100 copies of the document are produced.

2. The subject matter of the document does not become obsolete at a specific time. (Examples: conference agendas and announcements of meetings)

3. The document is prepared at the request of a single district, pertains only to that district, and is intended for use by that district.

Audiovisual presentations intended for statewide distribution will be incorporated under this definition of publication, and the directors of Department offices may request that publications which do not meet all requirements of the above definition be included in the annotated listing.

The Annotated Listing of the Department of Education Publications will be compiled by the Production Section of EPC and produced for distribution to Department and district personnel and other designated recipients on a semi-annual basis. The first completed listing should be available for distribution in early Spring (1976) and may be obtained by calling or writing the Education Products Center.

Spotlight on Information Resources

South Carolina Department of Education
Charlie G. Williams, State Superintendent

Published by the Resources Section of the Education Products Center May 1980

Today's school environment is one of continual stress. Excessive demands on time and energy, fatigue, frustration, changes, poor communications, student discipline problems, constraints, and lack of support from superiors and the public are factors frequently cited as causes of stress.

While the phenomena of tension and frustration are not confined to the field of education, these are problems which have only recently been recognized—and dealt with—through such programs as coping with "burnout" of teachers and administrators.

Recognizing symptoms of stress—and training people to deal with it effectively—are discussed by psychologists and personnel directors in the articles below.

"Why Principals Quit and What Can Be Done About It." **The Education Digest.** Nancy DeLeonibus and Scott Thomson. March 1980. Pages 3-5. EP 000 010.

Major reasons cited for the resignation of principals include emotional stress, heavy workloads, desire for changes, fatigue, lack of support from superiors and the community, lack of teacher professionalism, student discipline problems, and excessive demands on time.

Changes recommended include reducing meetings and paperwork, clarifying roles of principals, and providing training in modern management techniques and current trends.

"Must Success Cost So Much?" **Harvard Business Review.** Fernando Bartolomi and Paul A. Lee Evans. March-April 1980. Pages 137-148. EP 000 011.

This article examines relationships between the personal and professional lives of executives and sources of potential emotional spillover. It also gives suggestions on how to combat carry over tensions, including adapting to changes in jobs, taking the right job, and learning from disappointments and realistic performance appraisals. The authors also recommend reducing uncertainties and making available broader organizational career ladders and rewards.

Executive Well-Being: Stress and Administrators. Michael and Dolores Gemmatteo. National Association of Secondary School Principals. Reston, Virginia. 62 pages. EP 000 013.

This practical and readable booklet deals with actual stressful situations which school administrators face. It also reports successful practices for recognizing causes of stress and learning to tolerate, reduce and manage them.

The authors explore ways to pinpoint sources of stress and our reactions to them—and how to implement sound stress management strategies. The monograph contains exercises for self-analysis and suggestions for measuring and reducing stress both on and off the job. It covers personal conflicts, attitudes, solving problems, and relaxation techniques.

"Effective Use of Communication to Minimize Employee Stress." **Personnel Administrator.** Randall S. Schuler. June 1979. Pages 40-44. EJ 203 089.

Unfavorable aspects of stress include high blood pressure, absenteeism, alcoholism, and drug abuse. Supervisors can lessen stress by building employees' confidence, rewarding good performance, clarifying what is expected, and supporting each employee as a person, not just as a source of work. Seven communication behaviors with stressful effects on employees are also given.

"New Horizons in Organizational Stress Prevention Approaches." **The Personnel Administrator**. Thomas N. McGaffey. November 1978. Pages 26-32. EP 000 012.

A clinical psychologist describes a new management control system for stress called the Employee Assistance Program. Employees are required to pledge their reliability and performance in exchange for the company's benefits. The program also helps workers overcome factors which impede their progress.

The program gives employees better psychological and physical resilience to stress, which costs organizations an estimated $25 billion each year. This makes the system cost effective as well.

"Stress and the Middle School Administrators." **American Middle School Education**. Jeffrey Gorrell. Fall 1978. Pages 28-32.

This article describes common causes of stress experienced by middle school administrators and outlines the primary reactions to such situations. It also recommends methods of coping with stress in light of research on adapting to handle causes of stress more effectively.

Occupational Stress. Proceedings of a conference of the Institute of Industrial Relations. California University. March 1978. 83 pages. ED 170 579.

This report covers such presentations as the application of biofeedback and other techniques to reduce stress, causes of organizational stress, and effects of stress.

"The Advantages of Training People to Handle Stress." **Training**. Linda Standke. February 1979. Pages 23-26. EJ 205 961.

Courses in stress management are springing up across the nation as fast as you can rent a room and publish a brochure. Stress has become so "fashionable" a part of the daily work environment that several branches of psychology are already designing ways to train people to manage stress, so that stress does not manage them.

The writer describes the medical effects of stress—like high blood pressure and faster heart rate—as well as its psychological "fight or flight" reaction.

Because of the high death rate, low morale, and other mental and physical disabilities which are attributed to stress, many firms are changing their methods of management, communication, and development of employee skills and potential. They also offer employees physical fitness, yoga, biofeedback, meditation, counseling and other programs—even daydreaming.

This article gives nine tips on how to find the proper stress-reducing training program and anti-stress techniques for any organization.

Published quarterly by the
Resources Section
Education Products Center
Toni Child, Editor
Al Evans, Chief Supervisor
Elmer L. Knight, Director
Robert Hill, Deputy Superintendent
Division of Administration
and Planning

INTERESTED IN MORE DETAILS?

Copies of the full text of these articles are available at the Education Products Center, 1206 Rutledge Building, Columbia, South Carolina 29201 (758-5733). They are available to staff members of the Department of Education, school districts, colleges and universities, and education-related agencies and organizations.

Information Resources for the 80's

South Carolina Department of Education
Charlie G. Williams, State Superintendent

Published by the Resources Section of the Education Products Center May 1980

Administrators in education are constantly faced with decisions, and effective management demands making the right decisions at the right time. All of these decisions depend upon one element—information. Because you have to justify the decisions you make, it makes sense to base them on relevant facts and data.

The Education Products Center, of the South Carolina Department of Education, helps you find the information you need to make positive decisions that will favorably influence the future of education in South Carolina. We provide you with educational reports, program descriptions, research results, and relevant documents that fill your information needs.

"What Will the Future Bring for Education?" **Phi Delta Kappan.** William C. Miller. December 1978. 3 pages.

This thought-provoking preview contains 35 specific educational projections. These include: increased use of sophisticated automation and other technology; change in teacher's roles to managers of learning and developers of skills; and increased emphasis on coping to handle stress, knowing sources of data, analyzing, solving problems, self-understanding, ethics, moral development, and values.

Miller's more startling predictions include mandatory infant and parent education and "eliminating compulsory education so that interested individuals are welcomed into the system at any age and those not wishing to be in school will not be required to remain."

Final Report of the Task Force on Purposes of Education—1980 and Beyond. National School Boards Association. Aaron J. Slom, Chairman. 1980. 22 pages.

The task force foresees such goals as improving credibility and community support through effective communication; evaluating personnel more effectively; new funding sources and cost-cutting measures; and making schools into community centers for preschoolers and adults.

Also suggested by the task force are objectives for board members, administrators, teachers, and students, as well as changes necessary to meet declining and shifting enrollments.

"Commissioner's Model for the 1980's." **New York Times.** Ernest L. Boyer. January 7, 1979. 2 pages.

Boyer forecasts three major changes in public school structure. First, a basic school lasting four or five years would give children a foundation in language and computation; knowledge about themselves, each other and the world; and communications through music, dance, theatre, and visual arts.

The middle interval of five years would focus on the people, ideas, events, and literature that shaped the course of history; continue "rigorous basics"; examine economic and social structures of the world; and consider such current and future issues as world peace, energy, and environment.

The third step of two or three years would enable students to specialize and develop their own unique talents through community apprenticeships in arts, business or social service schools, hospitals, or collegiate studies in school for academically advanced students in the areas of science, math, or the humanities.

"Schools for the 80's: 27.5 Miles Per Gallon." **Phi Delta Kappan.** George E. Plumleigh. September 1979. 2 pages.

This author gives a baker's dozen of top priorities, including staff development and revitalization, accountability, long-range planning, and honest evaluation of performance by parents, teachers, staff, students, administrators, and board members.

"Looking at the Challenges of the Future—Providing for Tomorrow's Education Today." James L. Olivero. Nueva Learning Center. 7 pages.

Olivero predicts declining enrollments, unused facilities, staff layoffs, rejected bond issues and increasing unionism, possibly including administrators. He also foresees year-round schooling, out-of-school experiences for credit, and recurring education from "womb" to "tomb."

Among his surprises are reversing seniority from tenure to using performance effectiveness instead, and an educational voucher system, allowing students and parents to choose public or private schools or other ways of getting their education.

"Planning Schools for the Future." Jo Ann Weinberger. Publication No. BM-1 1976, AEL-Rx. October 1979. 56 pages.

This writer's list of crucial goals for the future includes problem-solving skills, self-managed learning, career education continuing through five or six job changes, and personal and group skills.

She also advocates values education; psychology to achieve satisfying life styles and attitudes; realistic image of self and the future; education for recreation and leisure interests; and competency motivation.

"Forecast for the 80's." **Today's Education**. Harold G. Shane. April-May 1979. 4 pages.

Among Shane's forecasts are spiraling early childhood and nursery enrollments with more emphasis on guiding child development; more direct learning experiences outside school; mini-computers, home and school TV attachments, and holographic three-dimensional images projected by laser beams.

He cites Labor Bureau and Mellon Foundation statistics showing a surplus of 2.7 million B.A. graduates by 1985 and a surplus of 60,000 Ph.Ds in the humanities by 1990. He also predicts that opposition to social promotion will cause slow learners to stay in school 13-14 years, and this will cause new adult clients for colleges and high schools which will necessitate modified admission policies.

"Education in Transformation: Major Developments of the 'Uneasy Eighties' (in Retrospect)." **Phi Delta Kappan**. Harold G. Shane. December 1979. 3 pages.

Shane waxes satirical in reversing his periscope to expound his predictions about the phenomenal increases in preschool and adult education and classroom use of calculators, computers, and holography. He also predicts a 12-month school year with staggered pupil enrollment and flexible nine-month terms for teachers; elimination of fixed grade levels, promotions, diplomas, and commencement exercises; and legislation requiring a tenth-grade level of competence in math and reading before applying for a driver's license.

Prepared Quarterly by the
Resources Section
Education Products Center
Toni Child, Editor
Al Evans, Chief Supervisor
Elmer L. Knight, Director
Robert Hill, Deputy Superintendent
Division of Administration
and Planning

INTERESTED IN MORE DETAILS?

Copies of the full text of these and other articles are available at the Education Products Center, 1206 Rutledge Building, Columbia, South Carolina 29201 (758-5733). They are available to staff members of the Department of Education, school districts, colleges and universities and education-related agencies and organizations.

BIBLIOGRAPHY

"A Study of State Dissemination Practices," South Carolina Department of Education, 1972 (unpublished).

Ashworth, D. J. "Position Statement," Office of Planning and Dissemination, South Carolina Department of Education, July 25, 1973, p. 1 (mimeographed).

Brockette, Marlin. "Council of Chief State School Officers Dissemination Resolutions," Information Report, October 1976, p. 2.

Cutter, V. Dissemination, Policies, Procedures, and Programs of Nine State Education Agencies, 1974, p. 142.

Ellis, W. E. "Utilization of State Provided Data for Decision-Making Purposes at the Local District Level," South Carolina Department of Education, 1975, p. 1.

Interstate Project on Dissemination, A Report to the National Institute of Education, 1976, p. 12.

Marland, Sidney P., Jr. (in W. Paisley, M. Paisley, and C. Mick, "Design for an Evaluation of Multiple Variations of Educational Linkage Programs," A Report to the National Institute of Education, November 1973, pp. 1-2).

Piele, P. K. Review and Analysis of the Role, Activities, and Training of Educational Linking Agents (Eugene, Oregon: University of Oregon, ERIC Clearinghouse, November 1975), p. 24.